

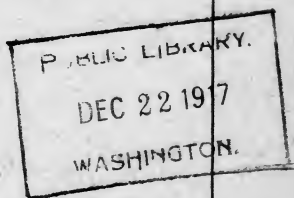
65TH CONGRESS }
2d Session }

HOUSE OF REPRESENTATIVES

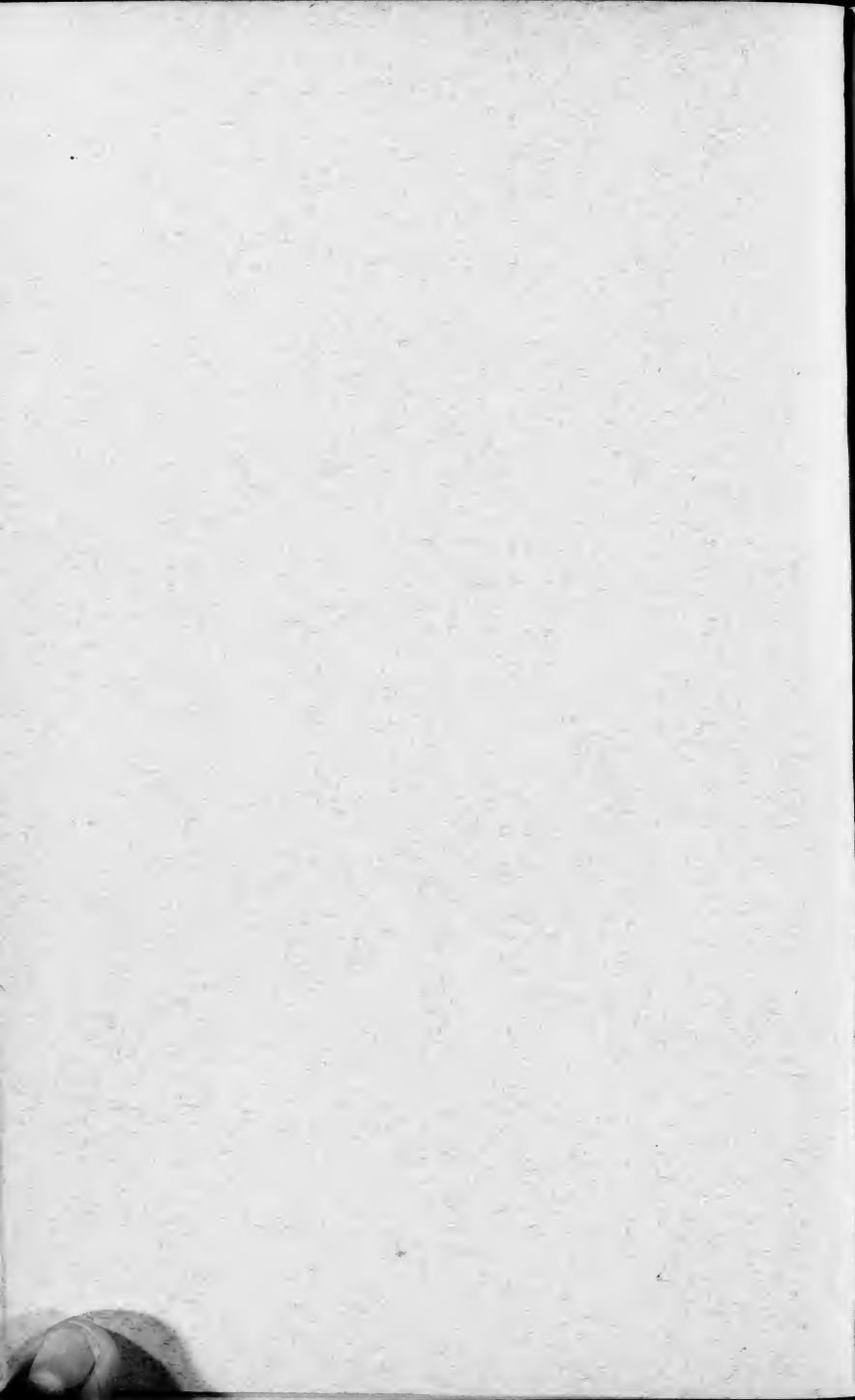
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No. 584 }

ANNUAL REPORT OF THE
COMMISSIONERS OF THE
DISTRICT OF COLUMBIA
YEAR ENDED JUNE 30, 1917

Vol. IV
REPORT OF
THE BOARD OF EDUCATION



WASHINGTON
1917



65TH CONGRESS }
2d Session }

HOUSE OF REPRESENTATIVES

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COMMISSIONERS OF THE
DISTRICT OF COLUMBIA
YEAR ENDED JUNE 30, 1917

Vol. IV
REPORT OF
THE BOARD OF EDUCATION



OFFICE OF THE
COMMISSIONERS OF THE
DISTRICT OF COLUMBIA

WASHINGTON

1917



1902

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REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

To the Commissioners of the District of Columbia:

I have the honor to submit herewith the report of the Board of Education for the school year that closed on June 30, 1917. On this date the terms of the following members expired: Mrs. Coralie F. Cook, Mr. Ernest H. Daniel, and Mr. William T. Galliher. Mrs. Cook was reappointed. The other retiring members were succeeded by Mr. George E. Hamilton and Mr. Henry B. Learned.

The accompanying report indicates a successful year educationally, with an enrollment exceeding 60,000 pupils, the largest in the history of our schools. It shows, furthermore, that the school authorities and the public are cooperating in a wider general use of school buildings by community-center organizations, civic associations, and by various branches of the Federal Government during the stress of the more recent months.

During the year Mr. Ernest L. Thurston was reelected superintendent of schools for a period of three years beginning July 1, 1917. It is fitting also to make mention of the fact that Dr. Van Schaick, president of the board of education, during the last five weeks of the year served the Nation abroad in the work of the American National Red Cross.

In submitting this report, I can not refrain from expressing my own pleasure in having the opportunity, for nearly seven years, of laboring with the faithful officers, teachers, and janitors of our school system, in the noblest work to which one's service may be devoted, that of the education of our youth.

Respectfully submitted.

ERNEST H. DANIEL,
Acting President, Board of Education.

JUNE 30, 1917.

SCHOOL CALENDAR.

1917. School opens (beginning of the first half year): September 17.
Thanksgiving holiday: Thursday and Friday, November 29 and 30.
Christmas holiday: Monday, December 24, 1917, to Tuesday, January 1, 1918,
both inclusive.
1918. End of first half year: Thursday, January 31.
Beginning of the second half year: Friday, February 1.
Washington's Birthday: Friday, February 22.
Easter holiday: Friday, March 29, to Friday, April 5, both inclusive.
Memorial Day: Thursday, May 30.
School closes (end of second semester): Wednesday, June 19.
School opens: Monday, September 23.

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1917-1918.

MEMBERS.

Rev. Dr. JOHN VAN SCHAICK, Jr.	1417 Mass. Ave. NW.
Mr. GEO. E. HAMILTON.	Union Trust Building.
Mr. JOHN B. LARNER.	Washington Loan and Trust Building.
Mrs. SUSIE ROOT RHODES.	1004 Park Road NW.
Mr. FOUNTAIN PEYTON.	505 D Street NW.
Mrs. MARGARITA S. GERRY.	2944 Macomb Street NW.
Dr. J. HAYDEN JOHNSON.	1824 Vermont Avenue NW.
Mr. HENRY B. LEARNED.	2123 Bancroft Place NW.
Mrs. CORALIE F. COOK.	Howard University.

OFFICERS OF THE BOARD.

<i>President:</i> Rev. Dr. JOHN VAN SCHAICK, Jr.	1417 Mass. Ave. NW.
<i>Vice president:</i> Mr. GEO. E. HAMILTON.	Union Trust Building.
<i>Secretary:</i> Mr. HARRY O. HINE.	3204 Highland Avenue, Cleveland Park.

REGULAR MEETINGS.

The regular meetings of the Board of Education are held on the first and third Wednesday of each month at 3.30 p. m. in the Franklin School Building, Thirteenth and K Streets NW.

The terms of the members of the Board of Education expire on the following dates:

Mr. JOHN B. LARNER,	June 30, 1918.
Mrs. SUSIE ROOT RHODES,	June 30, 1918.
Mr. FOUNTAIN PEYTON,	June 30, 1918.
Rev. Dr. JOHN VAN SCHAICK, Jr.,	June 30, 1919.
Mrs. MARGARITA S. GERRY,	June 30, 1919.
Dr. J. HAYDEN JOHNSON,	June 30, 1919.
Mr. GEO. E. HAMILTON,	June 30, 1920.
Mr. HENRY B. LEARNED,	June 30, 1920.
Mrs. CORALIE F. COOK,	June 30, 1920.

OFFICE OF SUPERINTENDENT OF SCHOOLS.

ERNEST L. THURSTON, *Superintendent of Public Schools*; office, Franklin School; residence, 1414 Madison Street NW.

Miss A. M. SIMONTON, clerk.

Office of assistant superintendent of white schools:

STEPHEN E. KRAMER, *Assistant Superintendent of Public Schools*; office, Franklin School; residence, 1725 Kilbourne Street NW.

Miss M. ALVINA CARROLL, stenographer.

Office of assistant superintendent of colored schools:

ROSCOE CONKLING BRUCE, *Assistant Superintendent of Public Schools*; office, Franklin School; residence, 1327 Columbia Road NW.

J. P. TAYLOR, clerk.

- ALEXANDER T. STUART, *Director of Intermediate Instruction*; office, Franklin School; residence, The Wyoming.
- JOHN A. CHAMBERLAIN, *Supervisor of Manual Training*; office, Franklin School; residence, 1502 Emerson Street NW.
- Miss EDITH MARSHALL, *Director of Primary Instruction*; office, Franklin School; residence, The Farragut.
- Miss E. F. G. MERRITT, *Assistant Director of Primary Instruction*; office, M Street High School; residence, 1630 Tenth Street NW.
- Miss CATHERINE R. WATKINS, *Director of Kindergartens*; office, Berret School residence, 1720 Oregon Avenue.
- Mrs. N. T. MYERS, *Assistant Director of Kindergartens*; office, M Street High School; residence, 901 T Street NW.
- HARRY O. HINE, *Secretary of the Board of Education*; office, Franklin School; residence, 3204 Highland Avenue, Cleveland Park.
- JOHN W. F. SMITH, *Statistician*, office of Statistics and Publications; office, Franklin School; residence, 816 Fourth Street NW.
- RAYMOND O. WILMARTH, *Chief Accountant*, office of Finance and Accounting; office, Franklin School; residence, 227 John Marshall Place NW.
- Miss SADIE L. LEWIS, *Chief Attendance Officer*; office, Berret School; residence, 3919 Georgia Avenue NW.
- Mrs. IDA G. RICHARDSON, *Attendance Officer*; office, Garnet School; residence, 309 Eleventh Street NE.
- Miss LURA C. RUGG, *Clerk in Charge of Child Labor Law Office*; office, Berret School; residence, 813 Newton Street NW.
- HUGH F. McQUEENEY, *Superintendent of Janitors*; office, Franklin School; residence, Bladens'urg Road NE.

STOREHOUSE.

- S. B. SIMMONS, *Custodian*; office, 1600 Eckington Place NE.; residence, 1459 Corcoran Street NW.

BOARDS OF EXAMINERS.

- For the white schools:* Superintendent THURSTON, chairman; HARRY ENGLISH, secretary; Miss SARAH E. SIMONS. Office, Franklin School.
- For the colored schools:* Superintendent THURSTON, chairman; secretary, N. E. WEATHERLESS; Miss HARRIET E. RIGGS. Office, Franklin School.

SUPERVISING PRINCIPALS.

- BEN W. MURCH, supervising principal, first division; office, Dennison School; residence, 1703 Thirty-fifth Street NW.
- ROBERT L. HAYCOCK, supervising principal, third division; office, Powell School; residence, 1606 Longfellow Street NW.
- WALTER B. PATTERSON,¹ supervising principal, special division; office, Franklin School; residence, 422 Randolph Street NW.
- SELDEN M. ELY, supervising principal, fifth division; office, Gales School; residence, 50 S Street NW.
- Miss FLORA L. HENDLEY, supervising principal, fifth division; office, Ludlow School; residence, 1216 L Street NW.
- EPHRAIM G. KIMBALL, supervising principal, seventh division; office, Wallach School; residence, 1527 Park Road NW.
- Miss ANNE BEERS, supervising principal, eighth division; office, Jefferson School; residence, 1430 Rhode Island Avenue NW.
- HOSMER M. JOHNSON, supervising principal, ninth division; office, Cranch School; residence, 1443 Fairmont Street NW.

¹ Including special and ungraded classes, vacation schools, playgrounds, fresh air classes, tuberculosis classes, night schools, special activities, etc.

JOHN C. NALLE, supervising principal, tenth division; office, Sumner School; residence, 1308 U Street NW.

Miss MARION P. SHADD, supervising principal, eleventh division; office, Garnet School; residence, 2110 Fourteenth Street NW.

WINFIELD S. MONTGOMERY,¹ supervising principal, special division; office, Simmons School; residence, 1912 Eleventh Street NW.

JOHN C. BRUCE, acting supervising principal, thirteenth division; office, Lincoln School; residence, 1909 Second Street NW.

Supervising Medical Inspector.

J. A. MURPHY.....1736 Columbia Road NW.

¹ Including special and ungraded classes, vacation schools, playgrounds, fresh air classes, tuberculosis classes, night schools, special activities, etc.

REPORT OF SUPERINTENDENT OF SCHOOLS.

*To the Board of Education of the District of Columbia,
Washington, D. C.*

LADIES AND GENTLEMEN: I have the honor to submit my report as superintendent of schools, together with detailed reports of our officers, directors, and principals of high and normal schools, and a series of financial and statistical tables covering all departments of the school system for the year ending June 30, 1917.

OUR PUBLIC SCHOOLS AND THE WAR.

The great war is a factor seriously to be reckoned with in our public-school work and administration and in our plans for the immediate future. War places upon a school system, as it places on the other great organization of the body politic, unusual duties, responsibilities, and opportunities. This is especially true in a democracy such as ours. It seems wise, therefore, in this opening section of my annual report, to deal briefly with certain matters resulting from our participation in this great conflict.

During the three years of war abroad preceding the entrance of the United States into the conflict, our teachers and officers, to an overwhelming extent, carried out my request that they should exercise fine tact, and a sensitive control of the states of minds of the many pupils who come from homes where the war was discussed in all its phases and from many angles. As a consequence there were remarkably few troublesome incidents for the superintendent's office to adjust. No attempt was made, as was done in a few cities, to prevent school discussion of the war. Certain phases came up naturally in connection with history, geography, civil government, and current events. Discussions of grievances, however, leading to race feeling were very largely avoided. The teachers used the facts of war which were brought up in class as a means of widening sympathies, of enlarging conceptions of the duties of nations generally, and of making clear the duties, privileges, and opportunities of a great nation like ours while remaining at peace.

With the awakening of our Nation to its greater world responsibilities, and with its entrance into a state of war, a tremendous wave of patriotism swept through the school system and found expression not alone in word, in resolutions from student bodies, and from teachers, and in offers to help where help could be given, but also in active participation in work to help war needs. In the schools the direc-

tion of the superintendent for the regular formal salute and pledge of allegiance to the flag was generally observed. Patriotic exercises were held in many buildings at which a fine, serious spirit of loyalty was shown.

Active participation took varied forms. Although enlistment of young men of high-school age was not urged, and although the service rendered to the country by continuing effective work in the schools was made clear, more than 100 young men felt the call for military service and enlisted in the Regular Army, Navy, and Marine forces, in the various reserves, and in the National Guard. In the early summer many boys went to work on farms in the immediate neighborhood and in the Middle West. All students enlisting in such service, who were in good standing, were granted credit for the small balance of the work of the school year. This, I believe, was the general practice throughout the country. The work of the Red Cross offered opportunity for service and for training in many ways. In all our high and normal schools, among students and faculties, first-aid training classes were established. Students sewed, crocheted, and knitted, or equipped comfort bags. Boys in the manual-training classes made 5,500 splints and 15,000 tongue depressors. Under the authorization of the Board of Education there was raised by gift and entertainment the sum of \$3,969.83, which was turned over to the District of Columbia branch of the Red Cross. The students in the McKinley Manual Training High School shops made several dummy shells for the United States Navy. The teachers and officers and two of the school banks responded generously to the call for the Liberty Loan. Many teachers and the High School Cadet organizations performed splendid service on Registration Day, June 5. On account of war conditions the domestic art department laid special emphasis upon inculcating habits of thrift. Scraps left over from cut-out work, formerly discarded, were utilized for filling for surgical pillows, and old linen, donated by teachers and pupils, was made into handkerchiefs, napkins, tray cloths, etc. Bags of various kinds were also made, and the material turned over to the Red Cross Society. In the domestic science department emphasis was laid on the conservation of food, on the utilization of all remnants and scraps of food materials, and on other factors having to do with saving in this line. There was participation, also, in the school-garden movement on a far larger scale than ever before. This last factor will be discussed later. This summary represents simply the main fields of activity in which large groups of students were interested.

The work of the year, delayed for two weeks at the start because of the infantile paralysis situation, was further affected, so far as the higher grades and high schools were concerned, by the wholesale

withdrawal of pupils for enlistment, for farm service, and to an unusual degree to accept varied positions for work. Probably because of our situation at the Nation's capital, where war demands for clerical and shop help were relatively large, far more opportunities for employment than usual were open to young people. These opportunities, together with the need in many homes for the financial help of the children of the household because of the high cost of living, caused an unusual number of pupils to withdraw from school before the end of the school year. It remains to be seen to what extent this constitutes a permanent withdrawal, and to what extent former students will return either to their regular classes or to some of the other educational openings offered by our school system.

In addition to the direct participation of the students and teaching body of the schools in war activities many unusual demands have been made upon the school plant, and there is every prospect that similar demands will continue in increasing number during the period of the war. There was a greater use of buildings by citizens' associations. The board of trade held great patriotic gatherings. Meetings were held in high-school halls in connection with the Liberty bond campaign, to advance the Red Cross movement, and for the mobilization of various war interests. A number of Home Defense League organizations were authorized to meet in school buildings. The United States Bureau of Standards was granted the summer use of part of the shop equipment of the McKinley Manual Training High School. Examinations of the Paymasters Corps, United States Navy, and of the Civil Service Commission were held in high-school buildings, and a paymasters' school was organized at the Business High School to run during the present summer. Forty school buildings were used for draft registration on June 5, and several buildings were used as meeting places for the draft and exemption boards. Some of these uses were permissible under the draft law and others under a broad interpretation of our general legislation relative to the use of buildings.

Thus far our school work has been but slightly handicapped by this broader use, since much of it was authorized after school hours or during vacation periods. With the growth of war needs, however, and with questions arising as to the use of our recreational and educational facilities in connection with the many military camps now adjoining the District of Columbia, I do not doubt that the Board of Education and the superintendent will have many serious questions to consider in order that school work may be done with increasing efficiency, and in order that at the same time all possible community and national service may be rendered during this time of stress and need.

In the crisis that now confronts us, when in all probability we are facing a long and serious war, the administrators of the schools of the Nation must have undoubtedly the single thought of serving their country to the extent of their ability, both with a view to meeting the present emergency and to preparing for the years immediately to follow. It may be advisable, therefore, to state briefly at this point a few of the principles which it seems to me must guide us in the administration of our own public-school system:

1. I believe we should impress on the minds of the public and on our own student body the fact that we are now entering a period when the public schools should do their work with an efficiency greater than ever before. There should be no interference with or restriction of the work of our public schools except under the greatest necessity. Rather should they expand their activities and equipment in order to do better their duty of training the citizenship of to-morrow for capable and efficient service. Serious interruption or restriction must necessarily burden and limit the usefulness of the coming generation. Far less than ever before can we afford to have the supply of trained men and women cut off, or seriously reduced, as has been the case in past wars and in some countries in the present war.

In this connection interruption of school work from within the service also must be reduced to a minimum. This matter has already been emphasized by me in conference with officers and principals. The fact must be emphasized to pupils that regularity and close application in connection with school work is a patriotic service which every student may render.

2. Equipment in the way of necessary buildings and educational appliances should continue to be provided in spite of the war. This is true especially in Washington where there are already seriously crowded school centers and where we are facing a certain and large increase in our population. I believe that it is a vital matter that we should begin to provide at once for the greater Washington which this war will bring about.

3. Not alone should there be no interference with school work owing to the war, but there should be, on the other hand, improved organization and adjustment of work in studies and methods where necessary to enable students to be trained to share more effectively in meeting the present crisis and future needs. However, any proposed alteration of our school activities and methods should be tested by the fact as to whether such change is educationally desirable.

4. The school opportunities for educational effort and accomplishment should be kept open in some form all the year, and in part at such times of day or evening as to enable those engaged in industrial and governmental service to benefit during free hours. This means

a further development of night schools and summer schools and longer hours for our shops. Facilities for manual training and industrial training and instruction in home economics should be available in the present crisis, both for the instruction of our regular students and so far as possible for the instruction of adults. It is possible that the loss suffered in the end by the community through the withdrawal from school of many students because they have been attracted to work by the opportunities offered them and by high wages may be offset in part by the educational opportunities open to them through night schools, vacation schools, and part-time classes.

5. The certain need for trained, industrial workers, both at the present time and in the immediate future, makes it a patriotic duty to extend in all school systems, and therefore in ours, the facilities for definite trade instruction in certain basic lines. In our case this means both the addition of trade and pre-vocational schools and the utilization to the fullest extent of the shop facilities we now have. Trade and technical instruction should be open in my judgment both day and night during the entire year, and should be available also for part-time instruction if desired.

6. In all schools emphasis should be laid on instruction in thrift and in the avoidance of waste. In part this may be brought about effectively through the proper emphasis of certain phases of the work now organized, and in part through special instruction. Our domestic science and art classes, our school gardening, our use of materials in the shops, our school banks, certain sections of our work in arithmetic may all be used for definite training in this important line. Our President says: "This is the time for America to correct her unpardonable fault of wastefulness and extravagance." For the sake of the future constructive work along this line must be done within the public schools. The general proposition was placed before my teachers during the year through an address by the superintendent on "The Teaching of Thrift." Early in the coming school year a special committee will strive to outline this work and to unify the various school agencies which may contribute to give it effectiveness.

7. The fundamental principles of our democracy must be taught with definiteness and clearness as never before. Care must be taken to impress upon the minds of the students in the schools, as Payson Smith says, "The effects of a positive patriotism in both peace and war, and to promote a sentiment of national unity." This is an unusually valuable period in which to emphasize the duties and responsibilities of a citizen in relation to his own community, and in relation to the larger community of the Nation as a whole.

8. In all our schools teachers should emphasize the use of the required study of current events for promoting a more lively sense of patriotism among the youth and in pointing the lessons which must have a permanent civic value. The President's message should be thoroughly studied by pupils of proper age. Not only the news columns of the weekly reviews, but the thoughtful editorials of the daily press may well find place in the schoolroom discussions.

9. The work of the Americanization and training for citizenship of our 33,000,000 population, foreign born, or of foreign or mixed parentage, must be continued and must be developed as never before. As Joseph Mayper says, "Americanization means loyalty and loyalty means unity, and with unity the efficiency of democracy is assured and the future of her great world experiment can be faced with confidence, for 'the world must be made safe for democracy.' " There is a responsibility upon us to offer unusual opportunity, both in night schools and in day schools, if necessary, for definite citizenship instruction. Not only must this instruction be provided, but all the proper agencies of the community must be called into line to secure as full an attendance as possible of those whom it is our desire to reach.

10. With a view to a better present knowledge of, and a better understanding among the nations of the world, I believe that attention should be paid to a serious extent in all schools to a study of the civil life and customs of the great countries of the world. Their contributions to art, science, and industry should be noted. Great modern languages now commonly recognized in our school curriculum should not lose in emphasis. There is no question but that our country, after the war is over, will stand in much closer and more intimate relations with other nations, and the public schools should help to lay a foundation of personal and international understanding.

11. It is undoubtedly true that in view of the war our teaching of certain other subjects may be and should be modified. Much thought is being given to various phases of this question by special groups of educators throughout the country and the results of their studies will be available in all probability at an early date. By way of illustration, one subject concerning which there has been considerable question in recent years is especially affected by the war. That is the subject of history. We have been taking note through the classes in history and current events of the great world movements now taking place before our eyes, and we have tried to interpret the various state messages and papers, and the stirring events of our time in a way to give them their right balance and significance. Yet the study of the past is exceptionally important for the understanding of the present, and our history work will become infinitely

more valuable and worth while as we establish points of comparison with the great events of our own day.

12. Every interest of the individual, the home, and the community demands that the public school do what it can to build up the physical health and stamina of the young people of the community and cultivate in them the instinct for an earnest purpose to develop a splendidly sound physical being. We are realizing every day the handicaps in work and war resulting from the lack of physical trim which should be expected in youth and in the prime of life. We are facing times when all should work and serve, for there is work and service for all. We must develop our work in hygiene on a sound basis and extend our practical training for physical betterment until we are really developing the sound body in which we desire to cultivate the sound mind.

13. It will be necessary and wise to extend the community use of school buildings, outside of instruction hours and without interference with legitimate school work, to both the adults and the youth of our city. In these times the need for community gatherings becomes vital. It is vital, also, that we provide the right recreational opportunities, and opportunities for physical training, and other constructive measures to safeguard the youth of our country.

The points just outlined are those which thus far have impressed me as seriously to be considered in connection with school administration during the present crisis. Some of them involve matters which are worth careful thought and wise action in any case. It will be noted that a number of my general recommendations in the following pages of this report deal more or less with matters touched upon in this brief summary.

THE COMMUNITY USE OF SCHOOL BUILDINGS.

During the year just closing marked developments have taken place in the community use of school buildings. I have requested Miss Norton, the newly appointed general secretary of community centers, to prepare the following brief statement covering this field of activity:

The inauguration of a unified and democratic plan of community center development, which was signalized in the popular election of a community center secretary in the Park View School building on June 19—this being the first opportunity that residents of the District have had to vote for any public office since 1874; and the rapid progress toward full community use of the schoolhouses as centers of citizens' war-service cooperation, these are the outstanding features of the last year in the community use of the school buildings in the

District of Columbia. The promise for the year on which we now enter is in the fact that on July 1 the appropriation of \$5,000 becomes available permitting the employment of a general secretary of community centers and the adoption of a more systematic use of the school buildings than has been possible hitherto.

Except in the case of the Park View School building, the board has continued its policy of issuing permits to privately formed organizations for occasional use of the school buildings. The total of such use during the last year shows a slight increase over that of the preceding 12 months, as is set forth in the following table:

	1915-16.	1916-17.
Mothers' clubs and other parent-teacher associations.....	83	88
Citizens' associations.....	16	18
Other organizations.....	58	66
Membership represented by above associations.....	12,641	17,580

Also the beginnings of community activity in the Grover Cleveland School, the J. Ormond Wilson Normal School, and the Thomson School, which were noted in the report submitted a year ago, have been continued with a marked increase in the case of the Wilson Normal School.

In spite of the transfer to Park View of Miss Frances Fairley and Miss Cecil B. Norton, by whom the Margaret Wilson Center activities were inaugurated in the Grover Cleveland building, the modern dancing club, with its membership of 100, has continued to assemble there weekly, the parents cooperating in the provision of chaperonage.

With Mrs. Ida F. Kebler serving as president of the Parents' League under whose auspices the community activities in the Wilson Normal School have been conducted, and as acting principal of the evening school established there, the use to which this building has been put outside of regular school hours shows nearly 100 per cent increase over the record of a year ago. The building was in use 84 afternoons with an approximate average attendance of 300, making a total attendance throughout the season of more than 25,000. In addition to the special classes in physical training, modern languages, music, etc., of which there were 25, there was held at this center during February and March a 12-session community workers' conference which attracted an attendance of 1,513, and in which was manifested an increasing interest in the problems of community organization and an increasing desire to cooperate in meeting these problems.

The community interest developed at the Thomson School found unique and promising expression during the past season in the beginning of community buying, which was carried on under the auspices of the parent-teacher association of the Thomson School.

Mention should be made also of the beginning of general community use of the handsome auditorium of the Central High School. Here on April 2 a notable forum meeting was held. Here in May the

concerts of the District Orchestra were given. The facilities of this building have been used on one or two occasions by both the Mount Pleasant Players and the George Washington University Dramatic Association.

A remarkable community celebration of the opening of the new school building, the first in the District specifically designed as a community center, inaugurated the year's community development in Park View. This celebration was arranged by and held under the auspices of the Park View Citizens' Association. To it a week was given. The stores and residences of the neighborhood were handsomely decorated for the occasion. Two elaborate parades took place. And on five successive evenings the large auditorium was filled to capacity for well-arranged programs.

Recognizing the community interest and broadly representative character of the Park View Citizens' Association, the Board of Education not only authorized the use of the school building for the meetings of this body, but adopted the policy of looking to its membership acting in cooperation with the principal of the school to assume responsibility for whatever subsidiary community activities might be developed in the Park View building. The citizens' association assumed this responsibility with excellent spirit and appointed a community center committee to cooperate with the principal in looking after the work. Under the auspices of the association two musical organizations—a community orchestra of 18 instruments and a community band of 12—were formed, and a mothers' club, a Boy Scout troop, a Girl Scout troop, and two social clubs were organized. The plan worked smoothly, but the need of a single executive secretary was shown. Early in April the Board of Education received from the community organization board the offer of \$200 to be used in paying, until July 1, a community secretary to be chosen by the citizens' association acting in cooperation with the principal of the Park View School. The board saw in this an opportunity of testing the community secretary plan and accepted the offer. Upon this arrangement Miss Cecil B. Norton was selected as community secretary. The plan proved satisfactory from the view points of both the Board of Education and the citizens of the Park View Community. It was therefore announced that, to begin July 1, the board would appoint as community secretary of Park View whomever the citizens, acting in cooperation with the principal of the school, might choose. The principal announced that she would indorse the selection of the citizens. Accordingly on June 19, in the auditorium of the school building, a regular election open to all adult residents of the Park View community was conducted. John G. McGrath, who for a number of years had served as president of the citizens' association was chosen. At its next meeting the Board of Education ratified the

action of the citizens appointing Mr. McGrath community secretary of Park View, and at the same meeting on recommendation of the superintendent appointed Miss Norton to the office of general secretary of community centers, both appointments to take effect July 1.

This beginning of the systematic fixing of responsibility for organizing and executive service in connection with the community use of the school building is not only a logical and natural advance step in the progress of this distinctly educational development—it is also a most timely action in view of the tremendously increased demand that the school buildings yield their largest possible community service as centers of patriotic cooperation, which has been created by the entrance of the Nation into war.

An indication of the war-service efficiency which may be attained through the systematic community use of the school buildings was given in the military registration on June 5. For this enrollment the school buildings were used, and to this was undoubtedly due, at least in part, the good order, the dignity, and the expedition—not equaled in any other large city in the country—with which the great enterprise was carried through.

Thus far calls have come for the holding of community meetings or forum assemblies specifically in the interest of recruiting and for the dissemination of information concerning the Government loans. The response to these calls has been sufficient to show that the school buildings are capable of being used, as the schoolhouses are used in France, for the systematic and general assembly of citizens. An urgent request for providing wholesome recreational opportunities, particularly in the interest of the men in training for military and naval service, has been received from the District committee of the Commission on Training Camp Activities. The beginnings of using the school buildings for supervised recreation show the possibilities in this fundamentally important service. An appeal has been made for the increased use of the school buildings for Red Cross service, and 12 of the school buildings have begun to be used for this work. Calls have been received for the larger use of the school buildings for meetings, demonstrations, and other activities looking to the conservation of food and the elimination of waste, and some beginning has been made of this work in each of the 20 buildings, but the development is well advanced in only three. From the experience in other belligerent countries there is indicated the need of constructive measures to provide against the war-time deterioration of children and youth and to extend the provision of physical training. And there will continue to increase war-time demands, which necessitate the increased service of the public-school equipment.

It is in the light of these demands that the timeliness of the appropriation of \$5,000 "for payment of necessary expenses connected

with the organization and conducting of community forums and civic centers in school buildings, including fixtures and supplies for lighting and equipping the buildings, payment of janitor service, secretaries, teachers, and organizers," which becomes available July 1, is seen.

The record made during the past few years in the community use of the school buildings, under the handicap of lack of funds for necessary expenses, justifies the expectation that this development will go forward rapidly, to the educational, economic, and social benefit of all the people, now that this handicap is in some degree removed. However, the keynote of the community use of the school buildings during the coming year will not be individual, but community cooperation in the service of America and the cause for which she stands.

VACATION SCHOOLS.

In my last two annual reports I outlined in considerable detail the work of the playground and vacation schools. I discussed also the experimental high school conducted as a private enterprise by a group of teachers under the leadership of Miss Alice Deal, of the McKinley Manual-Training High School. So worth while was this experiment that the school authorities felt it very advisable to organize during the coming summer white and colored vacation high schools run along the same general plan. These high schools were opened on June 25, and will run for a teaching period of 30 school days. This report is not supposed to cover the report of the full period of these schools for the present summer session. It should be stated, however, that more than 1,000 high-school students registered for work in the two schools. Most of the students were registered for two subjects, and practically all of the remainder for only one. The courses were planned, as in the preceding year, to give the equivalent of one semester of regular high-school work in the subjects concerned. The enrollment was fairly evenly divided between those who desired to make up deficiencies in studies and those who desired to secure advanced credit.

The balance of the summer work was organized much as usual, except that there was a marked increase in the number of coaching classes for grade children. Undoubtedly more could have been organized, provided funds had been sufficient to justify it. One further modification consisted in the arrangement for the opening during July and August of a large number of the domestic-science classrooms for community instruction in canning and drying of food products. These classes were open to young people and to adults. They constitute one form of the contribution of the public-school system to the food-conservation movement. The work for the

summer now opening was organized, so far as the white schools are concerned, under the direction of Mr. W. B. Patterson, supervising principal, who is being placed in charge of all types of special school work. The colored schools continued under the general supervision of Miss Turner. For the first time a public appropriation was available to support in part this summer work. The balance will be met, as heretofore, from private funds.

From my study of the vacation-school work during the last session and during the present session to this writing, I am firmly convinced that the time has come when the vacation-school work should be systematically organized on a large scale. There is no doubt that the community has clearly expressed its desire for the opportunity the summer schools afford for educational work. I believe that we should ask for sufficient appropriation (at least \$25,000 for the coming year) to enable us to establish a complete summer unit of work. I believe that this is needed under normal conditions, and that the war simply makes it more advisable.

In my judgment the work should be organized along the following general lines:

1. Complete summer high schools should be organized for both the white and colored school systems. These should offer opportunities for study in the main basic subjects for which there is demand, in the laboratories and in the shops. These schools should be run on the general plan now followed of intensive work in one or two subjects. Students of proper qualifications who apply should be admitted and should be required to apply themselves strictly to the work of the classroom in order to be permitted to remain in attendance.

2. A completely organized grade school for summer work should be opened in each general section of the city for students who desire to make up subjects, or to get advanced credit. Only the basic subjects should be taught. The enrollment per class should be limited so that intensive work can be done. In the suburbs where the enrollment naturally would not be as heavy classes should be organized in composite courses. I am of the opinion that at least six full eight-room units should be organized for the main part of the city, and several composite organizations for the suburbs to take care of the white children and that at least four eight-room units with supplemental composite classes for the suburbs should be organized in connection with the colored schools. I feel certain that these schools would enroll pupils to their capacity.

3. In all probability the canning and drying schools should be kept open for teaching purposes during July and August as was done during the current year. The food conservation movement is one which should be pressed over a series of years. After a community is fairly well instructed in the preserving processes, there should be

opportunity for these centers to teach other features which have to do with domestic-science features of household economics.

4. The school-garden instruction should be broadened and extended so as to interlock properly with the preliminary instruction given during the regular year.

5. Certain of the manual-training centers adjacent to the summer grade-school unit should be open for classes for definite, practical instruction in the use of tools.

6. The summer playground work should be gradually extended, although I believe that with the extension of the grade-schools unit, and with the definite organization of the educational work that the character of the playground activities, so far as their industrial side is concerned, may be greatly simplified.

I am firmly of the opinion that the expense for this summer work, which the public has shown it very strongly desires, should be entirely met from public funds, and that the schools should be relieved of the burden of raising funds for school support either by entertainment or by other means. I believe that the teachers of the school system who engage in this work should receive extra compensation for the service. A study of the custom in other cities shows that this plan of extra payment is very general. The teacher who engages in coaching work must bring to it the best of her strength and ability, for the work is necessarily intensive. The teacher who serves on the playgrounds handles a large number of pupils, and serves not only in the mornings, but gives her evenings as well. Thus far the rate of compensation given has been less than that given for routine work in the day schools.

NIGHT SCHOOLS.

Night-school work in both white and colored schools was under new direction during the past year. The white schools were placed under the charge of Supervising Principal Walter B. Patterson and those of the colored schools were under the charge of Mr. J. C. Payne. Attention is called to the reports of these officers which make interesting reading. Owing to a somewhat increased appropriation, it was possible to lengthen the school term and to extend somewhat the range of instruction. The demand for the vocational and shop courses, heretofore given, continued heavy. New work was introduced in the white schools in the way of trade printing, where a class largely made up of apprentices did very effective work. Classes for instructing janitors in the care of steam-heating plants were conducted throughout the year in both the white and colored schools. Considering the many demands on the janitorial force, because of difficulties with buildings, owing to shortage of fuel supply, and because of the greatly increased use of buildings at night by various

organizations, it was felt that these classes were really successful in spite of the number of janitor students who were obliged to drop out for the reasons mentioned. In the white schools there were carried on 12 classes for foreigners, and in accordance with my special desire a beginning was made in the definite teaching of citizenship. Classes in the principles of salesmanship and in retail salesmanship were also organized and will undoubtedly continue as new elements in our night-school system. Classes in Spanish were started in the high schools and enrolled considerable numbers. The enrollment in the night schools has always been found to be of a more or less shifting character. There is a large element which remains during the entire session, but there are many who come for a relatively short time. The total enrollment of the white schools during the year was 4,319, and that of the colored schools was 1,928.

A study of the work during the past year and of present conditions inclines me to the belief that the continued development of our night-school work should be in part along the following lines:

1. The machine shops in both the white and colored schools should be open every night in the week with relays of teachers, if necessary, for the training of those who apply. I believe there is sufficient demand at present to justify this action, and that with the continuation of the war we shall find it a patriotic service to encourage such training. It is possible that by dividing students into classes for theory and lecture work, and into classes for the practical shop experience, we may be able to accommodate more students and give more thorough training. I am of the opinion, also, that some of these machine shops should be open for classes not only during the winter season, but for certain nights during the summer.

2. In view of the war added emphasis should be given in every practicable way to the training of foreigners, both in knowledge of our language and in the principles of American citizenship. I believe that citizenship teaching should be given definitely to all the students who come properly within the scope of this group. I believe that the work for the foreigners should no longer be limited largely to English but should extend to other basic subjects where necessary, although students might be permitted to go into regular classes in other subjects if not too much handicapped by a lack of knowledge of English or by previous training of a character to make advanced work difficult for them. Steps were taken during last year to call the night schools to the attention of the foreign element in our population. I believe that we should continue to use every proper means during the coming year to encourage the attendance of the foreign element.

3. I am urging the directors of night schools to systematize and standardize the grade work so far as possible considering the varied

qualifications and ages of those who apply. It may be impossible to organize the work below the seventh grade on the basis of equivalents of the day work, but when it comes to the seventh and eighth grades I believe much is possible along this line. As soon as it is possible to give a fair equivalent, credit for night-school work should be recognized in the day-school system. To meet any demands of business, classes for trade work in the recognized basic subjects should be organized regardless of grade or high school year.

4. The heavy demand on our high schools shows very clearly that there is a real need which must be met through these organizations. The demand for business and industrial subjects continues steadily. There is an increasing call for the main subjects of the day-school curriculum. This comes from those who were obliged to leave school at the end of the eighth grade, or at some time during their high-school course, and who now feel the deficiencies in their educational equipment and desire to correct them so far as possible. I am inclined to believe that it will be necessary to organize more of this high-school work on the intensive plan followed in the summer high school, so that equivalent units of work may be accomplished and proper credit may be given. I see no reason why night-school students should not complete the high-school work they were obliged to omit in day school and be granted a diploma, provided the work and final accomplishment is of equivalent weight.

5. It is possible that the present movement for food conservation may make it very advisable to extend considerably the work of our night classes in domestic science. Should that demand come, I believe we should cooperate to the extent of our ability.

The natural growth in the lines now established and the introduction of instruction in new lines would seem to require still further increases in our night-school appropriation. I believe also that our teachers should be better paid and that the salary restriction now in the statutes should be removed so as to enable us to get the most experienced and worth while service possible. I believe more and more that money spent for night schools is money well spent.

MANUAL TRAINING, PREVOCATIONAL AND TRADE INSTRUCTION.

I have been of the opinion for a long time that there should be an extension of manual-training activities for boys down through the sixth, fifth, fourth, and possibly third grades. I gave this matter careful study again during the past year and am more than ever of the opinion that there is need for this increase in the manual work. I believe it offers an element which would be of value to a large proportion of the boys in the schools if not to all. I may say that teachers, school officers, and parents very generally favor the same

proposition. At the same time I feel that our prevocational work of a manual and industrial type and our trade work should be developed to meet the needs of individual students, the needs of the community, and the general situation created by the present war crisis. I recommend, therefore, the following general plan for the extension of these lines of work. It has already been outlined verbally to the Board and to the school officers and teachers.

Grade manual-training work.—After conference with Mr. Chamberlain, director of manual training, I recommend the following plan for grade manual-training work. Experience will probably modify this in some details. It may be possible also to coordinate some of the work of the third and fourth grades with the department of drawing:

Grade 3: Work in paper, cardboard, and clay.

Grade 4: Work in cardboard, light reed, and splints (basketry), clay, and thin wood (whittling and coping saw work).

Grade 5: Wood (coping saw work and work with a few small tools), heavy reed, splints, and willow (basketry), cardboard, cloth, and leather (elementary bookbinding).

Grade 6: Woodwork (including largely the work now done in the seventh grade).

Grade 7: Woodwork (bringing down present eighth-grade work as room is made for it by the transfer of the seventh-grade work to the sixth grade).

Grade 8: Woodwork (develop in the present eighth-grade course in selected shops by the introduction of the use of a light band saw, a small planer, and possibly one or two turning lathes. This equipment would enable us to handle a wider range of work, including simple pattern making. If practical physics is introduced in the eighth grade, with a reorganization of higher-grade work, it will be possible for the boys to make elementary apparatus).

In the eighth grade I am inclined to believe there should be alternate courses paralleling woodwork for those desiring sheet-metal work, in electric wiring, and elementary, practical physics, and possibly in printing. Mr. Chamberlain recommends printing as an alternate in the seventh grade.

In the working out of the developments suggested it is probable that separate shops will be required only for the grades sixth to eighth. I hope, however, that the present policy of placing manual-training shops in the grade buildings will be continued and extended so as to enable us to give more time, if necessary, with less interruption to other school work by the elimination of time lost in traveling to outside manual training centers. It is possible that it may be necessary in the fifth grade to have an equipment of one or two movable benches for light tools. I believe that the work outlined for the

third, fourth, and fifth grades can be done effectively in the regular classrooms.

The serious question in connection with the general extension of manual-training work, as is the case in the extension of trade work, is that of securing a sufficient force of capable teachers. It is probable that much of the work in the primary grades may be done by the regular classroom teacher. It is possible that the fifth-grade work could be done either by the classroom teacher or by women teachers acting as special teachers. It is more likely, however, that special-teacher help will be advisable to some degree from the bottom up. In the sixth, seventh, and eighth grades trained men teachers will be required. We are already experiencing serious difficulty in keeping a satisfactory force for the seventh and eighth grade work we now have. In an extension of that work we shall be considerably handicapped unless we are in a position to offer better salaries than the schedule now permits. Teachers in these higher grades should have had practical experience and with it teaching capacity and high ideals of workmanship. From the bottom up the value of manual training rests in part, of course, on the training of hand and eye and brain to work in proper coordination. Another important part of the training is that of instilling in the pupils a respect for tools, however simple, and something of the spirit of the artisan who rejoices in a well-done piece of work into which he puts much of the best of himself.

Prevocational schools.—The Smallwood Grade Manual Training School and the Lenox School have in my judgment fully justified themselves. The Smallwood School especially has thrown much light on the question of the introduction of a new unit in the grade-school system which will emphasize to a large degree the manual side of instruction without a sacrifice of the basic work in the old grade courses. The Smallwood type school takes the child at the fifth grade and gives him a course of study approximately 60 per cent of which is devoted to scholarship work and 40 per cent to manual work, domestic science, and domestic art. The school establishes an intimate and vital connection with the home and the working community. Its activities fit the pupils to be better home workers and home keepers. At the same time it gives them training leading toward some of the fields of activity in the working world. Experience with the school shows that the children gain a very definite moral training and that the spirit of self-reliance is remarkably cultivated. The methods employed are those which commonly exist in the lives of workmen and housewives. The children seem unusually natural and happy. A fundamental principle of managing the organization of the Smallwood School is that the student should not be shut out from high-school opportunity. He is permitted to return

to the regular grades when he completes any grade in his own school without loss of standing. He may thus transfer at the end of the seventh grade in the prevocational school to the beginning of the eighth grade in a regular school, for example, thus passing on into the high school, or he may continue in the prevocational school through the eighth grade and then pass into the high school with proper credit. The door of further educational opportunity is not closed. In connection with the following recommendations the reports of the principals of the Smallwood and Lenox Schools should be read.

I am of the opinion, after careful study of the situation, that there is a genuine demand for the extension of these prevocational schools, and that we should proceed to develop them systematically throughout the city as a special unit in our general school system. I am of the opinion that there is a field for at least six or seven of these schools to meet the needs of the white community and for probably three to meet the immediate needs of the colored community. These should be so placed as to fairly evenly cover the territory of the District of Columbia. The Smallwood School covers the special need of the southwest section of the city. The Lenox School may be developed to cover the territory near the Capitol, where there seems to be a real opportunity for a school of this kind. The site for a vocational school now owned by the public schools in the neighborhood of the Navy Yard should be utilized for a school of this type to meet the needs of the southeast section of the city. It is probable that the Abbot School could lend itself exceptionally well to meeting the needs of the central section of the city. It is probable that other schools of the same general type should be developed in the northwest section on the heights just east or west of Rock Creek so placed as to meet any demands of the community west of Twentieth Street and including Georgetown. So far as the colored school situation is concerned I am inclined to believe that the present Cardoza Vocational School should be interorganized with one of the grade buildings in the immediate neighborhood and reconstructed as a prevocational school of the Smallwood type. I believe that the second school of the same general type should be organized at the Phelps School Building, which is to be rebuilt in part for manual training purposes. The third school of the same general type should be developed probably in the neighborhood of Georgetown.

It should be distinctly understood that the Smallwood represents a type of school and not a rigid course of study. I am strongly of the opinion that there should be considerable variety in the courses of the various prevocational schools in so far as the manual work is concerned. This will enable us to meet the special desires and needs of various communities and to give somewhere in the city an opportunity to meet the real needs of some individual pupils no matter

where they reside. Assuming, for example, that the Smallwood School should continue its present course of study and add thereto, perhaps, sheet-metal work or electric wiring, the Lenox School might follow in part the same general lines but substitute a greater emphasis on mechanical drawing and pattern making, rather than on cabinet and furniture making. The school developed on the Potomac Avenue site near the Navy Yard undoubtedly should place its emphasis, so far as the work for the boys is concerned, on general metal work and machine work. This constitutes the greater activity of the neighborhood it serves. The Abbot School might be developed more as a grade commercial school, emphasizing the work in departmental salesmanship. The store computations, bundle wrapping, packing, delivery service, and the other details in which young people should have some training who expect to go into the stores of the community. A school like this, however, might be made an excellent preparatory school for the Business High School, as the shop-type school may be made an excellent preparatory school for the manual training high schools. A study of other localities will determine more or less the advisable courses to employ as the basic ones on the manual side. In all of these schools I believe that the home-making side, domestic science and art work, and some of the work of the boys should be emphasized. It is even possible that one of these schools may develop especially along the lines of gardening and agricultural work generally.

The Smallwood School has grown to the point where it seems very advisable and important to combine it at an early date with the S. J. Bowen School, making it a group school under the present manual-training principal. The Smallwood has been drawing part of its student body from the S. J. Bowen, and has been training some of the classes in that building. The consolidation would seem to me to be a simple matter. Mr. Chamberlain recommends the general plan for this school as consolidated, as follows:

1. Organize the Smallwood and S. J. Bowen as a group, the general plan of which should be—

(a) A straight vocational class made up of boys and girls who have completed the eighth grade and elect to continue, and those who elect to enter it instead of the eighth grade. Until other schools were ready to contribute, as feeders, to this class it would probably be small; that is, this one school would hardly provide many pupils for such a class.

(b) A full eighth grade.

(c) Two seventh grades. The effort should be made to supply the eighth grade from within the school.

(d) Sixth grades to supply, as far as practicable, the seventh grades. (Two or three.)

(e) Fifth grades, to the limit of the accommodations. (One or two.)

NOTES.—The vocational work offered at first should be in not more than two lines for boys and the same for girls; the expectation being that, if the number of pupils

increased so as to crowd this work or to prevent the proper growth of the prevocational work, or as similar schools are developed elsewhere, these vocational lines should be reduced in number.

The prevocational work should be planned to include woodwork (cabinet and furniture making), upholstering, printing, and mechanical drawing, as at present, and, if room permits, sheet-metal work and electric wiring, for boys; and the same work for girls as now provided, the domestic-art work being extended to include tailoring.

In the proper reorganization of our higher grade work and high school work along junior and senior high-school lines, I believe it will be easily possible to add a ninth year to two or three of the prevocational schools established under the general plan proposed in which trade instruction should be more definite. This will naturally lead to the practical organization of several of these centers as junior industrial high schools.

Vocational and trade instruction.—At the present time we are giving in the schools of the District of Columbia considerable work that is of a definite vocational character. Our normal schools are vocational schools. So are the Business High School and the business department of the Dunbar High School. Printing has been introduced in two of the high schools, and will undoubtedly develop rapidly real trade features. Much of the work in the manual-training high schools is of a trade instruction character and tends to reduce the apprenticed time of students who go into certain of the trades after leaving school. The O Street and Cardoza Vocational Schools, and to some extent the Smallwood, are doing trade-instruction work. This work is along definite, worth-while lines, but requires in my judgment a broader development and an organization on a sounder basis. There is clearly need for a definite practical development of training in certain industries and trades. For the mechanically minded, those who have special capacity, trade courses form a natural cap to the manual-training and prevocational work.

Some of this work may be added, as just suggested, to the prevocational schools, carrying them through the junior high school year. Some may be added in the high schools now existing and some may be given in central trade schools.

Printing is one of the trades which should be represented by effective work. While printing may be given as one of the manual training or prevocational courses, I believe that the organization of the trade courses is proper either at the central trade school or in certain of our general high schools. The value of broad training in English and of certain general training makes the addition of printing as a course in the general high school well worth consideration. For those who can not take the time necessary for a full high-school term of four years, an intensive printing course should be organized to cover a year or two years following the completion of the eighth grade work.

In the same way the splendid shop equipment in our manual training high schools should be utilized to some extent for trade courses of one or two years in length. Students might easily come to these schools for their final trade instruction from the prevocational schools in which the machine shop side is the particular feature. I believe that the manual training high schools should run their shops until late afternoon, and on Saturdays and evenings if necessary, with relays of teachers, so that trade instruction may be given at such times as students can present themselves. There is a field here for part time work in a trade line. Vocational training in drafting might well be organized in the same way to a broader utilization of the facilities we now have in our great high schools.

Taking into account the facilities these schools afford there will still be need for trade instruction at some central point. This instruction will cover a phase of the trade printing already mentioned, some of the building trades, automobile repair, and work in electric wiring and certain developments of domestic science and domestic art work for the girls. Mr. Bruce in his report suggests quite a number of developments of the trade work, which it may be advisable in time to introduce. In my judgment, we should make the trade instruction a matter of growth, striving to develop in the grades efficiency in the large basic fields of opportunity.

For central schools for trade training, it would seem to me very advisable to reconstruct and develop the old Central High School Building and the M Street High School Building. The old Central is adjacent to the McKinley Manual Training High School, and the M Street is adjacent to both the Armstrong and Dunbar High Schools, so that the facilities of these schools might be available to a certain extent. It is probable that the basement and a portion of the first floor of these two buildings would give sufficient space for machinery and general trade instruction, and that a large part of the class room space of the structures would be available for the development of real junior high schools.

SCHOOL GARDENING, PRESERVATION OF PRODUCTS, AND AGRICULTURAL INSTRUCTION.

For two or three years past I have been urging the reawakening of interest in school gardening. During the past year with the general situation as to supplies of food becoming steadily more serious, it seemed to me especially necessary to encourage the development of the school and the home gardening. With the coming of early spring, therefore, the matter was placed before the children in the schools far more forcibly than ever. We were helped by the interest aroused by the general city movements looking to the same end, and we in turn

cooperated in many ways with these movements. As a result the children purchased seeds for use during the present season amounting to 333,000 packages, and statistics taken May 1, 1917, showed that 16,885 home gardens were established through the influence of the schools. Miss Sipe, who has been designated in charge of school gardens, has been exceptionally efficient in that line of work. She has given lectures to groups of pupils and parents, illustrated with lantern slides. She has worked most efficiently with her own students in the normal school. Under her leadership 12 general school gardens were developed in the white schools for the teaching of elementary agriculture. The majority of these have shown most creditable results. The report of Miss Sipe, contained in this volume, is well worth reading in this connection. In the colored school system school gardens were organized at nine general centers. Undoubtedly the school movement has contributed materially to the local food conservation movement.

A home garden or a school garden which grows products simply for summer consumption and allows the surplus to go to waste is not performing in these days its full and proper function. The home garden ought to contribute materially to the winter food supply. On that account I was very anxious to supplement the school garden movement with the proper instruction in the preserving of the products grown. To accomplish this required the cooperation of the domestic science department, which was cordially and effectively given. The children in the eighth grade were given instruction in canning and preserving, and with the approval of the board, a large number of our domestic science centers were opened beginning with the first of July as centers of instruction in canning, preserving, and drying.

It is very certain in my mind that our work must not stop here. The shortage of food will remain with us in all probability for several years. Aside entirely from the unusual shortage of the present time, the school garden movement is a thrift movement, and is a contribution to the health of the community. It ought to be encouraged for a number of worth-while reasons. I believe, therefore, that we should make school gardening instruction a definite unit in our grade work, and that there should continue to be as there has been at the start a close coordination of the garden work with the work in the domestic science. It is easily possible, it seems to me, to give instruction of a theoretical kind to groups of students during the winter months, and to extend the practical gardening work during the spring, summer, and fall. Properly carried out, the instruction of the gardening teachers should not be limited to the field of the school gardens, but they should be free to go to the home gardens to give advice and instruction to the children who get their first teaching in our schools.

Considering the fact that Washington is surrounded on every side by farming and trucking lands, it seems to me that there should be a natural development of our home gardening work into vocational training for agriculture and horticulture. This would mean the introduction in some of our high schools of courses along the various agricultural lines, of general practice on large areas of farm lands, either in the form of farm schools, or as extension work under the direction of high-school teachers who may be appointed as experts for this work. In the design of the new Eastern High School the question of the teaching of agriculture is being given careful consideration.

SCHOOL BANKS.

In my report for the year ending June 30, 1916, I suggested a plan for the establishment of grade banks, worked out by Mr. Charles Hart, head of our department of Business Practice, at my request. Experience with this plan in an experimental way during the past year shows that in general it should work satisfactorily, although it may be possible to adopt an even simpler plan relieving grade teachers of any financial responsibility. The demand for school banks continues and I believe that we should extend them, but should do so only under definite and well-understood regulations. The school bank is now well established in school life elsewhere and has had a splendid development within our own high schools. It is a necessary part of our movement for the general teaching of thrift. Since the proposition put before the board in my last report has not as yet been definitely acted upon, I earnestly urge that a special committee of the board be appointed to consider recommendations I shall submit and to work out with the superintendent the details of a safe and satisfactory working plan for our schools.

PENMANSHIP.

The long-standing desire of the superintendent relative to the definite and systematic development of our instruction in penmanship was realized in part during the past year by the securing of an appropriation for supervision of this work and by the appointment of Miss M. F. Marsden as director of penmanship in the white graded schools and of Miss C. E. Martin as assistant director in the colored schools. Both of these officers took up the instruction of the normal students in accordance with the plan suggested by me to train our teachers "at the source." These officers had the efficient and cordial support of Mr. Clark, the author of the penmanship system now in use, and through his cooperation very genuine progress was made toward the establishment of penmanship work on a sound and lasting basis.

Naturally, in work of this kind where the training in a new system must begin at the bottom the real beneficial effects will not be evident for some time to come. There is no doubt, however, that the good work is really started. I am satisfied with the progress made for the first year, and I am satisfied, also, with the system now in use as one which should give us effective results.

SOCIALIZED RECITATION AND SUPERVISED STUDY.

During the past year marked progress has been made in the Washington schools in the use of the socialized recitation—that form of recitation which creates a special atmosphere of activity and responsibility for the child in the class room. Under the socialized recitation form the child becomes the important issue, while under the old form the course of study assumed the prominent position. Under its work the teacher becomes better prepared as an organizer and guide, and is less active in the class room during the recitations where the pupils report results of their studies and question each other and defend their statements. As Miss Simons states in her report, “Instead of reciting to the teacher the pupils talk and write to and for one another, and their desire to stand well in the eyes of their fellows seems to be a strong impetus for good work.” She states also that the socialization of the recitation has been the aim of the English teachers during the past year and has been achieved. She says that in working at it the teachers have made use of many devices, among which are the voluntary recitation, the dividing of the class into groups or clubs, each group or club being held responsible to the class, and the organization of the class every little while into a literary society, having its chairman and secretary, and a placing of class exercises in the hands of this society. The socialized recitation has been developed by individual teachers in the grade schools, and has led to vigor and vitality in the work. Some especially good work along this line has been carried on in certain subjects in the higher grades of the sixth division and to a less extent in some of the other divisions.

I am more than ever a believer in the extension of supervised study and in the reduction of home study. The general introduction of this plan means possibly a slightly longer school day, certain adjustments and eliminations in the course of study, and in the high schools especially a certain increase in teaching force. Undoubtedly its introduction would mean a lessening of failures and stronger work generally because opportunity is given for individual constructive work on the part of the teacher for the meeting of weak points as they become apparent.

During the past year an experiment was made in one of the grade schools of the third division in the use of supervised study, largely

with a view to reducing the amount of home study. During the progress of this experiment tests were made to determine the comparative value of results under the plan of supervised study, voluntary home study and home study alone. For this purpose spelling was tested in the eighth grade, geography in the seventh grade, and history in the sixth and fifth. In all cases marked superiority was shown where there was systematic supervised study.

As to the general conclusions resulting from this experiment, I quote from the report of Supervising Principal Haycock, as follows:

We are convinced as a result of our observation that supervised study within certain bounds is a benefit to both pupils and teachers, and should be gradually introduced into all the schools of the city. It has its chief value and can be put into practice most readily in the high schools and in the upper (intermediate) grades. There can be no doubt as to the value of well-directed study to the pupils, especially the slower pupils. Supervised study benefits the pupil by—

1. Assuring him a clearer understanding of the work assigned.
2. Developing systematic methods of attack upon the problems in hand.
3. Revealing new avenues of approach in the search of facts.
4. Strengthening his self-confidence by creating a sense of knowing how.
5. Pointing out continually the importance of the economic use of one's time.
6. Increasing the power to think for one's self and to work independently.
7. Helping the pupil to distinguish between the essentials and nonessentials in an assignment.

The counter effect for good upon the teacher is a factor often overlooked in evaluating the results of supervised study methods in the classroom. The reaction upon the teacher is beneficial because supervised study in its practical working out accentuates the following important pedagogical principles:

1. The importance of having all work well planned before presentation to the class.
2. The necessity of a close acquaintance with the subject matter of the grade.
3. The mistake of assigning lessons that are not understood by the pupils.
4. The need of a definite program carefully planned as to time limits, thus developing in the teacher a sense of the importance of the economic use of school time.
5. A way of getting a clearer insight into the needs of the individual child, his points of strength and weakness, his false estimation of values.

It should be recognized that a general introduction of supervised study in all subjects could only be made through a radical change in our program and time schedule through the lengthening of the school day or through the reduction of the amount of subject matter required to be covered in each year. It is probable that for the present progress in experimental grade use of this method can best be made by requiring the supervised type of study for one particular subject in each grade. After the experience resulting from such a requirement it will be possible to determine how best to extend the method.

CLASSES FOR TUBERCULAR CHILDREN.

During the past year two classes were organized for tubercular children, one for the white children at the Hamilton School on Bladensburg Road and one for the colored children at the Harrison

School on Thirteenth Street. At each of these buildings one teacher was employed and a woman janitor was appointed so that assistance could be rendered in various ways. A small amount of special equipment was ordered and arrangements made to provide simple, nourishing food to supplement what the children brought. The total enrollment in the two schools amounted to only 21 pupils. The work, of course, was purely experimental in character. It remains to be seen to what extent there is a real need and demand for these schools. I believe it will be necessary to carry on work for another year before we are justified in making any permanent arrangements for accommodation.

The children were under the supervision of the school medical authorities and the health office in so far as their physical condition was concerned. Their instruction was necessarily of a coaching character, since the children represented several different grades.

If it is shown that there is a permanent need for these schools it will be necessary to buy special equipment, and also to provide from public funds for the transportation of children to and from school. It is very evident that not more than one school will be needed for each group, and therefore some children will be required to go long distances. Under the circumstances I consider the expense of transportation to be a proper one to be met by the public.

THE REORGANIZATION OF HIGHER GRADE WORK AND OF HIGH-SCHOOL WORK.

At the present time there is a very general and clearly marked tendency toward the reorganization of the work of the two upper grades and toward a consequent adjustment of the work in the present high schools. There is no doubt but that the real elementary school of the long-known type will very soon become a six-grade school and that there will be a new combination of the work in the succeeding years running through the present high school. At the present time this movement has taken the form of the modification and departmentalization of the seventh and eighth grades with readjustments of the four-year high-school work to meet these changes or of a more marked reorganization into the "6-3-3 plan," under which six years are devoted to elementary school work, three years to a junior high school, and three years to a senior high school. The entire country is experimenting along these lines with varying plans and combinations of work and of years of work, both to determine a final definite organization and to determine a proper transition organization to take care of the large number of pupils in the seventh and eighth grades. There is little need for any general argument or discussion of the main reasons for the change. In general they

are well established. Rearrangements of the upper grade and high-school years simply as such has no special value. There must be a modification of studies to suit the lives of pupils who are approaching the adolescent period, including the introduction at an earlier stage of some of the subjects now taught in the high schools, and including a broader choice of electives which will give the upper-grade child some opportunity to find himself and to discover his interests and aptitudes. Undoubtedly the old seventh and eighth grade courses contain much work which is purely a continuation of the work on which the children have been engaged for a number of years and which is losing the interest and zest which comes from the taking up of new fields and subjects. Some of the advantages claimed for the readjustment of work under the new plan are (1) better grading of pupils according to their special traits and abilities; (2) the grouping of adolescent children apart from primary children; (3) the opportunity for variety in courses offered; (4) the opportunity to begin certain subjects at an earlier period, either because they appeal stronger to the child, or because opportunity is thus offered for a longer period of instruction, as, for example, in the case of language work; (5) the semidepartmentalization of work which brings pupils in contact with different personalities and helps to bridge over the sharp break between the eighth-grade instruction under one teacher and the entirely different method of instruction under subject teachers in our main high schools. This means, of course, a reduction of the pupil loss which now occurs because of the difficulty many children experience in adjusting themselves to new conditions on entrance into high school; (6) the variety of courses helps in vocational insight and in vocational guidance; (7) promotion by subject is made easier of adjustment than in the ordinary small grade school, such as ours; (8) individual pupils have as a rule a tendency to complete a course which they have once undertaken if it is definitely outlined. The introduction of new lines of activity in the seventh and eighth grades continuing into the first year of the high schools on the junior high-school plan or through the high school tends to hold the children to their work until they have obtained a broader training. There is no question but that the development of the junior high-school idea has shown clearly the need for considerable differentiation in the courses and character of work offered beginning with the seventh grade. Ordinarily this differentiation takes the form of academic courses for those intending to go to college, introductory commercial courses, household arts, and industrial courses. In my plan for prevocational schools some of which, as I suggest, might easily develop an extra year and thus become schools on the junior high-school type it is possible to take care of the young people especially interested in the household arts

and industrial lines and to some extent those interested in business lines. Students in these schools desiring to go on into the senior high schools would pass from the one into the business high schools and from the other into the manual-training high schools. It is possible also that we may wish before long to experiment with a regular junior high school. Should that become possible we might easily make available the rooms of the old Central High School and the M Street High School.

The first step, as I see it, is the reorganization and readjustment of some of our work in the seventh and eighth grades and the introduction in this connection of some departmental teaching. I do not believe there should be a separate teacher for each subject, but that each regular teacher should take at least two subjects. To give careful consideration to the organization of the subject matter of these classes and for the consequent readjustment of senior high-school work, it is my thought to appoint a special committee of school officers and experienced teachers to cooperate with the superintendent in the working out of definite plans for constructive experimental work along these lines.

For the mechanical organization to meet the new situation, I believe we can take the proper steps by simply continuing processes we have already started. On the one hand this means the extension of our prevocational schools, and on the other hand it means the continued grouping of all children of the seventh and eighth grades and the organization of the work within that building of the new semidepartmental plan with the introduction of such courses as may seem advisable. Thus far Washington has taken no step along this line, beyond the development of its prevocational units, and its start during the last two or three years along the line of grouping grade buildings and introducing departmental teaching. In getting at the problem now as the most important problem facing us, we shall be able to benefit by the varied experience in the other cities of the country.

ADJUSTMENTS OF GRADE ORGANIZATION.

I am more than ever convinced of the necessity for the grouping of our small grade buildings under the plan followed in the combinations of the Henry-Polk, Wallach-Towers, Garnet-Patterson-Phelps schools, etc. Washington contains two or more times as many grade buildings in proportion to its population as most other cities, and the disadvantages resulting from these small buildings are too well known to require any statement. Under the group plan properly developed, as I have often stated, it is possible to secure better teaching, especially in the higher grades, and to secure less interruption to the classes, and to provide for departmental work, and to secure better

building and school administration through the reduction of the number of organized units. The full efficiency of the plan, however, depends on the relieving of the principal of the group of sufficient of his classroom work to enable him to perform his principalship duties, and to carry on some of that intensive supervision within his building which makes for the real strength of school work. It has sometimes been suggested that the method of relief should be that of supplying a clerk to handle the business affairs of the school. I have given this suggestion careful consideration, and I incline more and more to the belief that the relief of the principal should come by the addition to each group of a thoroughly experienced teacher who can relieve the principal for his principalship duties which are more than simply clerical. If he is relieved purely of clerical work he is still bound by his classroom teaching and loses the opportunity to be a constructive head of his school unit. I believe that we should continue to extend our groups of buildings gradually to include all those which can be naturally organized and can work under this plan, and that in each group provision should be made for an additional teacher of the higher grades who shall do high-grade departmental work, and possibly some coaching work, and shall thus give the principal of the building the relief desired.

With the gradual grouping of buildings, as suggested, it will be possible in time to reduce somewhat the number of supervising principals, but there should be no thought of any general reduction until the group plan is well in force. The divisions will then become larger, and the duties and responsibilities of the division supervisors will become the same as those of the district superintendents of many of our large cities. Because of our general organization of work and our building distribution, and for efficiency in administration from the central office out, I believe that these officials are very essential.

I am ready to recommend one modification, already in part enforced, by which one white and one colored supervisor shall be relieved of grade-school work and the buildings under their charge distributed among the other divisions. The supervisors so relieved should have charge in each case of the full group of specialized schools in their respective systems. These include the ungraded and atypical schools, the schools for tubercular children, the night schools, and the summer schools. Such a reorganization gives a general administrative head for these special branches, leading, I believe, to better and more responsible conduct of their activities and an easier control from the general administration down.

The experimental use at various points in the school system shows very clearly the value of the coaching teacher as a supplement to the regular teacher in the help of children who are backward, or who for

one cause or another have lost step with their classes. I believe that the force of these teachers should be extended, although such extension may have to wait on the greater need for the development of the group plan and the additional teachers for the seventh and eighth grades.

The further very important adjustment affecting the grades and related teachers is that of the salary schedule. It needs no argument to make clear the fact that the present organization of salaries on the basis of the particular grade taught is not a pedagogical one. It results in a promotion system which is fundamentally weak. It prevents the retaining of a teacher in a grade of work where she is especially efficient. At the present time it places serious difficulties in the way of semidepartmental teaching overlapping the seventh and eighth grades. This matter has been discussed many times and it has been understood I believe that I would make some general recommendation to cover it.

In view of the need for the readjustment of the work of our seventh and eighth grades, it has seemed to me first of all very advisable that the teachers of these grades should be paid on the same salary level. The character of the work and the requirements for teachers which by degrees we shall necessarily have to make under any new plan of work are not especially difficult. I can see no reason why there should be a salary distinction as at present. Should our present salary schedule be used as a basis for adjustment I would suggest that the teachers of both the seventh and eighth grades be hereafter included in Class 5.

I believe that the teachers of the remaining grades (1 to 6), should have the same basic salary and that freedom should thus be afforded for placement of teachers at the beginning of their work in any one of these grades, and for the retaining of any teacher in the grade for which she is especially adapted without salary loss. It may be argued that the teachers of the first and second grades should not receive so high a salary as those of the following grades because under our present plan they teach a short-session day. I have a feeling, however, that we ought before long to develop a plan of bringing back for a short period in the afternoon children of those grades who need special help. Furthermore, the work of the first grade is of so much importance as to easily justify the salary of the full day teacher. The difficulty of securing a proper force of experienced teachers in some lines of our special subjects, and the growing importance of such subjects as physical training, domestic science, domestic art, and manual training, seems to me to justify a higher salary scale than the existing scale for these groups. Where the special teacher becomes a trade instructor in any real sense it will be absolutely necessary to raise the financial recompense in order

to secure teachers of the capacity and experience which is necessary.

In general I would suggest as a basis for discussion of the whole question of an effective scale of salaries along the following line. This is given in the terms of our present statute laws as being possibly easier of adjustment than any plan which provides an entirely new scale. It represents a minimum schedule. If it is possible to establish a higher general level I should favor it.

Teachers of the seventh and eighth grades, model teachers, and trade instructors, Class 5.

Kindergarten principals and teachers of the first six grades, and teachers of special subjects in the grades, Class 4.

Kindergarten assistants, Class 3.

The conditions should be made that teachers should be promoted only on merit shown during the period of service mentioned, and that a probationary year should be established for new teachers. In addition to these classifications it will undoubtedly be necessary to establish a second class for trade instructors. Capable instructors in certain lines may be secured for the salary offered in Class 5, but to secure instructors in some of the trades will undoubtedly require a higher rate. I think it would be advisable to work for authorization to place trade instructors in Class 6a, waiving the statute requirements as to college degree, etc.

The general tendency of teachers' salaries the country over is steadily upward. There is an increasing recognition of the teacher's service, and of the time and effort and expense she must give to preparing herself for her work, and to keep herself in shape for it. The Research Bureau of the Public Education Association of Buffalo which made a general study of the question of salaries during the year 1916, reports for a list of 19 cities the median annual salaries of elementary school teachers. In this list Washington stands third from the bottom with \$750 as a median salary in a scale where the maximum is \$1,200. In Bulletin 589 of the United States Bureau of Education, entitled "Tangible Rewards of Teaching," the average salary of teachers in elementary schools for cities having more than 250,000 is stated as \$1,018. In a computation made last year the average salary of our elementary school teachers was found to be \$798. It is very evident, therefore, that the adjustment of our salary list to a somewhat higher level still means very moderate pay.

FRATERNITIES.

Early in the year covered by this report the matter of high-school fraternities and sororities again became active, and was taken up for general consideration by the Board of Education. A series of most interesting and worth while hearings were held by a committee

of the board and the superintendent, under the chairmanship of the president of the board. At these hearings full opportunity was given students, representative parents, and others interested to present both sides of the case. Following these public hearings and after careful consideration the following report was submitted to the Board of Education and adopted:

Your committee on normal, high, manual training, and trade schools to whom was referred the question of fraternities and sororities, respectfully submits the following recommendations:

1. That on and after this date no student in the high schools of Washington shall be permitted to join a high-school fraternity or sorority. That the penalty of any violation of this regulation be made expulsion from the school.
2. That high-school students, now members of fraternities and sororities, may retain membership until their graduation from school under regulations now in force.
3. That a committee or commission be appointed to make suggestions at once to the faculties of the different high schools for the formation of social organizations to which all students shall be eligible; that this commission be made up of the members of this committee with the superintendent of schools, three citizens who are parents of pupils of high-school age, and three representatives of each high-school faculty, to be chosen by the principal of the school, and to include himself.

Following this action of the board the committee on social organizations thus authorized was promptly appointed and organized and held several meetings at which there was a general discussion of possible forms of social organization and a submission of reports of organizations attempted in different high schools and plans prepared for the extension and modification of the young people's organized school life.

It is too early to determine exactly what the effect of the abolishment of fraternities and sororities really is. There is no doubt, however, that there is an earnest purpose in all the high schools to live up to the desire of the board and the school administration to develop some form of improved social organization which shall not only compensate for the extinction of the secret societies, but shall offer broader and better opportunities to meet the social needs of all the students. As interesting light on the progress being made in a reconstruction of the social organization of the schools I suggest a careful reading of a section on this matter contained in the report of Dr. Small, principal of the Eastern High School, in which school the matter has been given most careful thought and in which considerable progress has been made.

MILITARY TRAINING.

In view of the interest throughout the country in the matter of military training in the high schools, I stated in my last annual report what I considered to be the value that we had experienced from such drill. The subject has been a very live one in educational circles

during the year now closing, and I desire to again express my belief in the possibilities of this work. I feel that the opposition to it expressed in so many quarters outside of Washington, is due largely to the feeling that military drill must necessarily represent something ingrafted upon the schools, rather than an element which may be made a component part of the school life with marked value to the student body, entirely aside of the strictly military experience which the student obtains. The success of our work with the high-school cadet organizations in Washington, and the hold which these organizations have obtained on the public is due very largely to the fact that the students who take the drill remain fundamentally high school students. I have insisted that the military instruction in the last analysis remain under the educational authorities, and have emphasized in our relations with the military organizations the necessity for high standards of scholarship, and for full recognition of school control and discipline. As Mr. Kramer states in his report: "A closer relation exists between a student's advancement in the military organization, his standing in studies, and his school character than exists between these factors and advancement in other forms of athletics. A spirit of noblesse oblige in relation to the school life and the school honor accompanies the wearing of the uniform, the chevrons, and the shoulder strap such as can not be found in connection with any other school activity." The cadet work gives opportunity for larger and more comprehensive organizations for students than are possible under any form of athletics. They represent the largest single school activity.

In his report Mr. Kramer makes the following statements with which I find myself in accord to a considerable extent:

That some serious physical training should be required of every high-school student for at least one year is certain; I believe that it would be entirely practicable to require every boy and girl in the first year of his high-school course to take part in group gymnastics. The exercises could be of the mass type, and should include much of the foot movements and close order drill ordinarily taken up in the early part of the cadet training. The students could be grouped into companies and placed under the direction of advanced students as group captains. The cadet training could then begin with the second year of a boy's attendance on the high school.

The advantage of this system would be that it would give to all students a thorough course in physical training which by group competitions could be made of the keenest interest to the students. The course could be made compulsory, for the purchase of a uniform would not be involved, and matters of size, physical weakness, and sex would not operate as a bar to service. As capable leaders in this work could soon be developed among the students as are now developed in military work.

The cadet corps would have from the beginning more mature and better developed boys than are now available, and the work of the cadet organizations would be much improved. Upon this well-prepared foundation our military training could be treated as a full school subject for which credit toward graduation should be allowed.

I feel that it is our fundamental duty as a school system to develop physically the boys and girls under our charge. Although handicapped by a short force of teachers, we are doing some constructive work in the high schools, and some of that work is of the character outlined in the above quotation. I believe, however, that general systematic work as a preliminary to the cadet work would prove of high value. The military instructor favors a physical test as a preliminary for entrance to the cadets and at least a month's preliminary training. I believe the whole matter is one worthy of special consideration.

In this general connection it is interesting to note that during the past year the Western High School emphasized in its athletic work a principle already introduced and well established in the grade schools along the line of what is termed rational athletics—that is, that form of competition in which boys are endeavoring to better their own standards rather than to compete with each other. In this connection the report of Dr. Newton, principal of the Western High School, should be read.

MUSIC.

During each of the years of my school administration it has been possible to present to the public some general phase of school work. In the preceding years the physical-training departments have given field days and festivals, and last year the high schools joined in the presentation of a Shakespeare pageant. During the year just closed the larger presentations of work have been through the departments of music. In the white schools a general music festival was given toward the close of the year, which showed in unusually effective form the progressive capacity of the children from the first to the eighth grade. The singing was supported by a student orchestra. In the colored schools a very effective and worth-while recital was given in the form of a Christmas-carol service, rendered at the Dunbar High School preceding the Christmas holidays. In this presentation representative students from the grades and high and normal schools had a part. In the schools generally the trend toward the development of instrumental music was very marked, a movement which, by the way, is spreading over the entire country. Grade school orchestras were developed at a number of points and high school orchestras were organized and enlarged. A practical illustration of the work in the white schools was given at the Wilson Normal School. In addition to the music activities directly within the school system, the pupils took a large part in the rendering of music in connection with the various patriotic gatherings. During the time of the reunion of the Confederate Veterans more than 2,000 pupils of the graded schools took part in the formation of a human flag on the slope at the base of the Washington Monument and

rendered patriotic songs. Choruses of school children also joined in the exercises in connection with Registration Day.

INTERCHANGE OF TEACHERS.

I renew my recommendation of the last two years that an effort be made to secure the proper authority to provide for the interchange of teachers between our school system and other strong school systems of the country. In discussing this matter with educators, with strong teachers of our system, and with other people interested in educational advancement, I find that the plan meets with markedly increasing support. A number of our strong teachers would avail themselves of such an arrangement as outlined in the bill quoted in my last report, believing that they could not only contribute something that is educationally worth while to the system to which they went, but that, from their touch with a new field and with other types of organization, they would gain inspiration and bring a contribution of value to us. As I stated last year, the exchange teacher coming to us from another system, fresh from contact with and participation in the professional work of her own city, could be observed by our teachers, take part in our conferences, and in return receive full value, educationally speaking. The success of the plan would depend, of course, on a selection of the right type of teachers from among those willing to take part in such a movement, and on securing interchange with systems which are working out successfully educational problems in which we are interested. I still hope that the legislation involved in the bill introduced in Congress by Representative Abercrombie, or its equivalent, may be enacted into law.

Pending any statute provision for an interchange of teachers under a plan which relieves us of many technicalities in the handling of the situation at our end, I believe that our board rules should be so modified as to give us larger freedom in the matter of granting leaves, and possibly in a way to provide for the exchange of teachers by appointment for a period not exceeding one year. I believe that the teacher who desires to go to some strong school system for a year of experience under other conditions, with the clear intent of returning to our own system when broadened by such contact with new environments, should be granted the leave desired. It might be possible to fill her place during that year by the appointment of an interchange teacher from another system, who would necessarily have to pass our examination and be placed on our own salary scale.

TEACHERS' RETIREMENT LAW

With every added year the vital necessity for a proper retirement law is impressed more strongly upon us. As I stated last year, it is needed for the sake of the school and for the sake of the teacher.

The teacher of long years of service for the public, much of it at slight financial recompense, who feels the weight of years and of work pressing heavily upon her, ought to be able to step aside with recognition on the part of the public of the value of the work she has done toward shaping and influencing the lives of the children who are to be the men and women, the citizens of to-morrow.

During the past year a bill on a practical working basis, carefully worked out by Mr. Herbert D. Brown, chief of the United States Bureau of Efficiency, came up for a hearing before a committee of the United States Senate. Although no action has thus far been taken on the measure, or on any measure for the same purpose, it is undoubtedly true that progress has been made in putting the situation clearly before the public and in arousing general interest and support. A large public meeting was held at the new Central High School in the interest of the retirement law, and the subject has been brought up as a special topic at many meetings of civic organizations. The retirement proposition now has the backing of these organizations generally. Pressure must be continued, however, until relief is secured. There must be no let up in the efforts of those who have the best interests of the schools at heart.

CONTACT OF THE SUPERINTENDENT WITH HIS SYSTEM.

In my last annual report I outlined at length the general proposition of the supervision of our large school system by the superintendent. It is hardly necessary to again cover this matter in detail. The general conferences with school officers were continued as usual under the plan adopted by me when I became superintendent. The conferences with the supervisors were especially helpful, in that careful consideration was given to a number of reports on special studies of school work made by individual supervisors at my request. These supervisory meetings again showed their value in the opportunity they afforded for a thorough exchange of ideas on fundamentals of our work. They resulted in carrying back to the system new thought and inspiration, and led to adjustments of our classroom work to produce better results. At the close of the year several conferences were held with the directors and assistant directors of special work and with the high and normal school principals. A general schedule was also agreed upon by which during the coming year the superintendent will have regular conferences with each special group of his officials and principals, the plan of the supervisors' conferences being extended in part to give the same form of contact with the other educational interests of the system.

The value resulting from the right use of the teachers' "visiting days" was made clear to the teaching body as a whole. School

visiting on the part of the teaching body was more systematically organized, and the teachers' reports submitted to the superintendent showed marked improvement, and made evident the increasing thought which the individual teachers were giving to the matter of obtaining full benefit for themselves and for their schools from the privilege which the board grants in the form of "visiting days."

To an unusual degree during the past year the superintendent of schools met his teaching force face to face. At the beginning of the year I addressed the entire teaching body, speaking on certain general topics relative to efficiency in the work of the year. A number of talks was given to teachers' organizations on request. I gave four general addresses to the teaching body as a whole. At these meetings I discussed subjects which I felt were of importance to all. The topics were as follows:

1. *The teaching of thrift.*—What is thrift? There is need and demand for thrift instruction. Much may be accomplished by a right teaching point of view and by a systematic use of opportunities offered by our present studies and activities.

2. *Visiting days.*—Under our rules teachers are granted two days with pay for visits to classes of other teachers. There is a value to them and to the system in a broad use of this opportunity. The required written reports deserve special consideration.

3. *Our city and district.*—Our pupils, the coming citizens, should know the city they live in. They should know its history, geography, its plan, its institutions, and its activities in a live, practical way. We may extend our teaching of practical community civics. Is there a better city in the country in which to teach American history?

4. *A plan for the extension of manual training and vocational training in the schools of the District of Columbia.*—The systematic extension and development of a plan suited to our particular community.

EDUCATIONAL TESTS.

The testing of educational work of the system from headquarters was continued. During the previous year, as may be recalled, the superintendent conducted a test of many of the grade classes in spelling, using the Russell Sage Foundation spelling scale. This test showed that the pupils of our District schools had a good standing in the spelling of the words in common use and that to a considerable degree they obtained this spelling vocabulary at an early age. During the current year, through Miss Marshall, director of primary instruction, and Mr. Stuart, director of intermediate instruction, a more extensive test was organized in the subject of reading. For the giving of this test a considerable number of our teachers were especially trained and every effort was made to give the work in a systematic and worth while way. Where necessary, the authors of the standard tests used were consulted. The three tests employed were the Gray oral-reading test for the mechanics of the subject, such as word mastery and rate; the Kansas City silent-reading test, for interpreta-

tion with a time limit; and the Thorndyke Scale Alpha II, for the understanding of sentences.

At the present time it is possible to report in a general way on the results of the work in the white schools. These show that in the Gray test for the mechanics of reading Washington is just under the standard scale requirement, while in the other two tests the classes far surpass the scale requirement. Interesting details and comments relative to these tests will be found in the reports of the two directors mentioned. It is clear from the analyses that our pupils excel markedly in interpretive or silent reading. Thought getting and the expression of thought have been emphasized strongly by our teachers, and the results show in this test. In both the Kansas City and the Thorndyke tests an exceptionally large number of classes scored above the standard. While the preliminary summary of the papers shows that our pupils are very slightly below the test standard in the mechanics of oral reading, there is a question in the mind of the primary director as to whether a careful study of the test papers will show that this slight weakness really exists. In any case it is a matter which in my judgment our teachers will be able easily to correct.

The immense amount of time and energy required as extra service on the part of a large number of our teaching force whenever any general testing is carried out on a systematic scale, makes it evident more than ever that it is advisable to organize some bureau of educational testing and research to handle much of this important work for the superintendent. Such a bureau would require both a permanent office, the possible detail of teachers, and a permanent trained clerical force.

While I am encouraging the use of standard tests for what they show relative to the capacities of the student body when taken in large groups, I do not feel that necessarily the largest value comes from such use. I believe we must be more and more concerned in the individual capacities of pupils, and a standard test when properly applied will come into its larger value in the classroom teacher's hands, when she uses it to determine systematically the capacity of her own pupils in each of the subjects of their curriculum. Extremely wide variation in the capacities of pupils of the same class and grade is shown by these tests, not only in Washington but throughout the country. They show clearly that freer grading, if possible, would do away in considerable measure with a certain deadening which comes from doing work below one's capacity, or of attempting work beyond it. Miss Marshall desires to experiment with the organization of the classes in one school on the basis of placement in each subject, grading to capacity in that subject. For example, a pupil may be of third-grade capacity in arithmetic and of fifth-grade capacity in reading, he should not necessarily be held

back to third-grade reading but should be given the opportunity to read within the field for which he is qualified. This means, of course, subject promotion in the primary grades. I am inclined to believe that the matter is worth a careful experiment in some one of our buildings, and shall give it careful consideration at the beginning of the coming year.

THE RATING OF TEACHERS.

In my last annual report I called attention to the need for adjustment of our plan for rating the efficiency of teachers. In a system like ours with promotion through a number of salary classes, some more or less mechanical system for advancement must be employed. To be worth while, however, it must be based on a scale which is sufficiently standardized to permit grouping together for purposes of promotion the teachers who are marked by different rating officials. It is necessary to have this in order that a fair city-wide promotion scheme may be put in operation.

I believe, moreover, that a city-school system has a right to keep a record of the efficiency of its employees and that it is the part of good administration to have them. As I stated last year, I believe that the teacher is protected in many ways if his efficiency is a matter of formal record through the years rather than a matter of opinion or impression at some particular time. Continued strength and growth in strength are thus made evident as well as continued weakness. It makes evident to the administrative officials the really strong and worth-while teacher who may have special qualifications for advancement, and at the same time it gives a definite basis for action in the case of weak teachers. The rating system employed must be sufficiently broad to give a genuine measure of a teacher's value and at the same time it must be applied with wisdom and on a basis of carefully determined standards. The rating sheet should be a constructive sheet, outlining to the teacher as well as to the officials the point which the best educational thought of the day has come to consider necessary for the making of the highest efficiency in classroom work and in the other school and community relations of the teacher. The sheet thus constructed should be used as a basis for conference with the teacher and the latter should feel that it outlines for her constructive lines for her own improvement.

It will be recalled that the Board of Education has been in accord with the superintendent for sometime past as to the need for a stricter and more definite rating of teachers. It has been understood that some adjustment of this matter would be made. In accordance with the suggestion in my last annual report, therefore, I organized during this school year a representative committee to

undertake the construction of a new rating sheet. This committee contained in its membership general officers of the system, principals of buildings, and representative teachers so that the viewpoint of both officers and teachers might be obtained. It conducted its work under the chairmanship of the superintendent. It held many meetings in which every point concerned was carefully discussed and weighed. It is safe to say that no committee of the public-school system in years has given so careful and thorough consideration to a question put before it for action. In the final analysis the committee found itself in very general accord as to the main points of the sheet as adopted for use. The sheet has been printed and was used for the rating of teachers during the current year.

The sheet is based on a numerical rating plan. It divides the general efficiency of a teacher into the four groups of teaching, administrative efficiency, personal equipment, and social efficiency, giving half of the entire weight to teaching. It provides for recording exceptional strength as well as weakness. In all, it gives a far more definite photograph of the teacher rated than has been possible under any previous system. Undoubtedly experience will show that some adjustments are necessary. I believe, however, that the new sheet will have a tonic effect. It is the quite general statement of officials and principals who have rated their subordinates under this plan that it gives a far more definite idea of the teacher's real value. They also say that it will require far more careful study of the individual teacher on the part of those who supervise and rate. This is undoubtedly as it should be.

Experience will show whether or not it will be necessary in all cases to continue the strictly numerical feature. It is possible that with adjustments to our salary scheme this feature may be dropped in some cases. I feel, however, that for the present it is worth while to try it out thoroughly.

THE NEED FOR ADDITIONAL TEACHERS.

A reading of this report will make it evident that the efficiency of the school system will be promoted by an increase in the number of teachers available for service. So far as the regular grade teaching force is concerned the need for increase is relatively light, although some of our grade classes are now approaching too large an average number of pupils. The special need, however, exists for additional teachers in the special subjects such as manual training, domestic science, domestic art, etc., for coaching teachers in the grades, and for trade and prevocational instructors. Undoubtedly, in time such additional force would result in a saving of teaching force through the reduction in retardation of pupils which the coaching teachers and the extension of our special schools and work would bring about.

I call attention especially, however, to the stress existing in our high schools where there has been an increase in student enrollment considerably greater than the increase in teaching force. Many classes are now too large for effective work. Now and then we can not organize classes for which there is demand. It is impossible to give the full work in physical training which we believe is advisable if not necessary. We are struggling along by the use to some extent of teachers detailed at eighth-grade salaries. This means that we are handicapped in getting the most efficient teachers for the work. We are handicapped also in an attempt to develop supervised study as it should be developed, through this same lack of teaching force. This lack of teaching force exists in spite of the fact that we have been extending our high-school day from the five-period daily program to a six-period program and that we have increased the average daily assignments to the individual teacher.

NORMAL-SCHOOL PRACTICE WORK.

The principal of the Wilson Normal School notes in her report the extension of student practice work to include some experimental teaching in intermediate grades in school buildings located in the general neighborhood of the normal building. This work had my hearty approval, for I have been strongly of the opinion that practice teaching in the intermediate grades should be extended and that gradually a full scheme of preparation of normal-school students for teaching in the fifth grade and upward should be developed. This is advisable under our present plan of appointment and promotion even though the young teacher begins her work in the first or second grade and reaches the intermediate grades only after years of service. When she does pass beyond the fourth grade, she frequently shows a lack of special training for the new line of work. Such an extension of training will become vital when we secure level salaries for the first six grades and consequently have the opportunity for the placement of normal graduates in any one of them. I hope to arrange for some extension of such practice during the coming year.

Certain other problems of our normal schools begin to call for definite solution and will have the thought of the superintendent during the next school session. One of these problems involves the question of qualifications and tests for entrance. Another involves a future extension of the course by the addition of a third year, and consequent enrichment and extension of the curriculum, together with a broad development of our practice teaching. To a large extent this latter problem rests on an improvement in the salary scale and on a readjustment of our grade plan of appointment and promotion.

MEDICAL INSPECTION SERVICE.

During the year covered by this report considerable progress and much effective work was in evidence in the department of school medical inspection. For the first time it was possible to provide for a chief medical inspector for the schools who could give his entire time to the work. This chief inspector, Dr. J. A. Murphy, was appointed to the service in November, 1916. He came to the work after having had large experience in medical inspection work and supervision in the Indian Service. His report, given in another part of this volume, is well worth reading, both as an account of accomplishment and because of the definite recommendations which he makes.

The record of nearly 7,000 visits to school buildings and homes, of over 13,000 inspections of schoolrooms, and of 20,000 individual examinations of pupils shows very clearly that a force of 11 medical inspectors has been heavily overworked. A similar situation is shown by the figures for the school nurses and dental inspectors, while an analysis of the records concerning the physical condition of pupils shows very clearly and definitely the need for the work now being done and for more intensive work. I feel that the board should work to steadily increase the number of these employees. I believe that the medical inspection staff should be increased by the addition of several full-time men and that there should be as many school nurses as there are medical inspectors.

I favor also the establishment of school dental clinics for both white and colored pupils and the appointment of the necessary dental inspectors and dental nurses. The serious need for some organized agency for improving the condition of the teeth of pupils in the public schools is clearly shown by the tabulation in Dr. Murphy's report of the work required for the 7,996 who were examined during the past year. Of course in many cases the sending of an official recommendation to the home of the pupil results in the corrective work being done, but in a very large number of cases the home is not able or ready to see that what should be done is done, and it is not possible to secure treatment through other public agencies to any large degree. Dental clinics are now recognized elsewhere as proper institutions within a school system, and I believe that we should make a definite start toward this instrumentality for the improvement of the health of children and for the consequent improvement in their educational progress.

I call special attention to the report of the chief inspector in so far as it refers to the intensive study of the physical condition of pupils which was carried on with the consent of parents in 10 schools of the city. A detailed statement of the records of this study shows very

clearly the advisability of the systematic physical examination of all pupils. Undoubtedly as a result of such an examination homes, schools, and other agencies could cooperate far more efficiently to improve the general health condition of pupils. The very large number of defects of the eyes and teeth are in themselves sufficient to explain the lack of progress of many children in their school work.

In addition to this intensive study a general census of defects of pupils in the graded schools was made by the teachers of the system with the approval of the superintendent and of the Health Office. This census covered simply the defects noticeable to the teachers themselves. By comparison of percentages with percentages obtained in the intensive study one reaches the natural conclusion that inspection by a medical force would give even larger figures. Of course it is the desire of the medical force so far as possible to check on the records of the teachers' census during the coming year.

The large number of children, 1,165, who are recorded as having speech defects noticeable to the teachers, if sustained by careful medical examination, would seem to justify us in considering carefully the question of special teachers to assist in the training of this particular group, provided, as is frequently the case, that the majority may be helped by corrective teaching methods.

Growing out of these studies and out of the general need for a systematic effort to upbuild the health of the children who are in the charge of the schools, Dr. Murphy recommends, and I agree with him, the advisability of the medical inspection force being granted full authority to make physical examinations.

MATRONS.

During the past year an appropriation was secured for the appointment of matrons for the high and normal schools, becoming available July 1, 1917, so that hereafter these larger buildings will have proper protection and assistance so long desired in this line. During the year ending June 30, 1917, charwomen were employed in the new Dunbar and Central High Schools, and women laborers in one or two other buildings so that some work of the character usually performed by a school matron was done. There is no doubt, however, but that the force of matrons should be enlarged at once so as to include the larger grade buildings. I would suggest buildings of 16 rooms and the buildings which naturally organize in close groups, such as the Henry-Polk, Curtis-Addison-Hyde, the Wallack-Towers, and the Garnet-Patterson-Phelps.

JANITOR SERVICE.

In my last annual report I outlined a plan for appointments and promotions in connection with the janitor service. Since the preparation of that plan the development of war conditions has made the

securing of proper janitor service so serious a question that I believe the machinery proposed should not be put into force at the present time, except that the school authorities should hold examinations open first to those within the service for the filling of any vacancies of an important engineering nature, such as those of engineers for the large high schools. Higher regular janitorial positions should be filled for the present by promotion of capable people within the service under the informal plan now followed.

I am inclined to believe that there is real need for additional laborers in the grade buildings of the 16-room type in order that they may be kept always clean and in sanitary condition without seriously overworking the force. The 16-room type building with its assembly hall and many supplemental rooms, large basements, and heating plant of considerable size, offers a rather heavy proposition for two men to handle. This is especially true during the winter months when the heating plant must be kept at full pressure.

The problem of janitor assistance is being seriously affected by the marked increase in the use of school buildings for community purposes and for meetings authorized under general legislation. These extra meetings have placed a very serious tax upon the strength of janitors in some of our buildings during the past school year. The janitor works long hours in any case and he should not necessarily be called back night after night because of the meetings in some buildings which have become active community centers. Besides the question of time, there is involved the question of payment for services rendered. The informal custom has been followed of requiring the organization using the building to arrange with the janitor for the payment for his services. This leads to a lack of uniform payment for similar services. I believe the time has come when a definite system of rates and payments should be determined upon. The janitors' union has recommended that pay be on the basis of time and a half for night work and double time for Sunday work, and that in reckoning time allowance should be made for one hour before the opening of the scheduled meeting and one hour after, to allow for preparation for the meeting, and for cleaning afterwards. Payment under this plan would be reasonable in some cases, but might not be in all, since not all meetings make necessary extra cleaning.

In view of the need for adjustment of this matter and in view of the need for determining upon general charges for the use of our large buildings like the new Central High School where the question of wear and tear on equipment and apparatus is involved, it seems to me very advisable to have the matter given a careful study by a committee of the Board of Education or by a special administrative committee appointed by the superintendent of schools. If the

Board of Education approves, I shall be glad to take up this matter as a formal administrative matter and to submit early in the fall a special report outlining a general plan of payment and a scale of charges.

THE BUSINESS DEPARTMENT.

The office of finance and accounts was heavily overtaxed during the past year. Business increased steadily and had to be done with a small clerical force. Moreover, as stated elsewhere, the low salaries paid made it impossible to hold experienced clerks in the face of governmental and business opportunities. Clerks resigned and increasing difficulty was experienced in filling the vacancies thus made. War conditions placed a heavy added burden on this office and on other offices and officers handling business matters. The difficulty of securing supplies and their high cost caused many adjustments and cancellations of requisitions. In meeting the coal shortage of last winter, for example, it was necessary to prepare orders for small quantities so as to keep any supply at all available from time to time, and in connection with this one item the work of requisitioning and accounting was heavily increased. The increases in the cost of supplies made necessary constant calls on the business office for figures and for special reports. I wish to record my special appreciation of the cooperation shown in meeting the unusual conditions which existed.

In another section there will be found a special report of the business and financial statistics, prepared by Mr. R. O. Wilmarth, clerk in charge. This will show that the general plans for the business and accounting developed during the immediately preceding years continued in force. A change was made in the requisition forms so as to include the printing of standard items, thus reducing the work of filling out these forms and lessening the chances for error. The business office also prepared and brought out a general school map of the District of Columbia, showing the location of buildings and of other school property.

The high cost of supplies affects the public schools as it does all activities. Certain standard articles, such as paper, inks, etc., have in many cases doubled in value in the last year or so. Even with the utmost economy in the use of materials it is evident that shortage and inconvenience and decreased efficiency of work will result unless general funds used for business purposes are increased.

CLERICAL FORCE.

The time has come when the Board of Education must give serious attention to the matter of the salaries of the clerical force. At the present time the larger portion of this force throughout the school

system serves under classes 1, 2, and 3 of the general salary schedule of the public schools. Class 1 has a basic salary of \$500 per annum with longevity of \$25 per annum to a maximum salary of \$600. Class 2 has a basic salary of \$600, and class 3 has a basic salary of \$650 and increases by increments of \$25 per year to a maximum of \$900. Under our general procedure we are required to appoint clerks in these salary classes at the lowest salary of \$500. It needs no argument whatever to make clear the fact that at the present time it is practically impossible to keep up a strong force of clerks against the pressure of business and other demands, when original appointments must be made in large measure at a basic salary of \$500. Certainly it is absolutely impossible to get experienced clerks for this rate and we are therefore under the necessity of training those whom we appoint. This naturally decreases efficiency. We have a few fixed salaries at \$840 and at \$1,000. In fairness to the force which we have trained and which has come to us at very low salaries, we feel that promotions should be made into these fixed salaries from the lower groups. Now and then we have been obliged to omit promotions and appoint from the outside in order to secure experienced people to meet special needs. I believe very strongly that the class salaries should be done away with and that the board should ask for definite fixed salaries of several different levels. Under present conditions I do not believe that any salary should be less than \$720 or, better yet, \$840, and that there should be other salary levels of \$1,000 and \$1,200 at least. I believe this to be a really vital matter and I earnestly urge the Board of Education to give it careful consideration in connection with the estimates.

Not alone are we faced by a serious situation due to our low-salary schedule for clerical assistants, but we lack and have lacked for a long time the clerical force necessary for the best efficiency in our work. The business office does its current work, but can work only very slowly on large general propositions which it has before it, such as the adjustment of the property records. There is need for additional clerical help for statistical analysis work, so that we may be able properly to digest the records we are keeping and thus to secure figures for constructive work before they become stale. Our Central High School is short of the clerical force necessary for the running of that immense plant with all its varied activities. It suffers also from the salary scale. Mr. Wilson, of the Central High School, calls attention to the fact that in a similar school in Detroit of about the same size and of less enrollment there are nine assistants to the principal who do no teaching whatever. Mr. Wilson has but one assistant principal and two clerks. He requires one additional clerk at once and could easily employ two.

The greatest need for clerical force, however, as I see it, is for the assistance of the supervising or division principals, whose efficiency is increased just in proportion as they have expert clerical assistants to relieve them of work which could be done by such a force. Certainly no supervisor ought to be put in the position where he finds it necessary to pay for clerical help out of his own small salary in order that he may have more time for his educational and administrative duties. With a high-class clerk in each supervisor's office it would prove much easier to meet the problems arising from the enlarging divisions which the supervisors control and direct. At present the principals of our high schools, however small the buildings, are provided with a clerk and in two cases with more than one, but the supervising principal, in charge of a dozen or more scattered grade buildings, in charge of more than a hundred teachers, and from 3,500 to 6,000 pupils, is given no clerk at all. As I stated last year, I do not believe that any similar conditions exist in any other school system. It ought to be remedied at once.

VOCATIONAL STUDIES.

It will be recalled that during the year covered by my previous report certain vocational studies were begun by the superintendent, either independently or in cooperation with special committees. These included the collection of occupational statistics of the District of Columbia, the preparation of a questionnaire to be sent to business men, and the collection of special statistics showing the occupations of high-school graduates one year after graduation, of pupils leaving school at any grade or year before graduation, and of pupils remaining in school and also engaged in outside work. The results of the last three studies were tabulated and printed in detail. The purpose of these studies or surveys was and is to give us a general background of information which shall enable us to guide our pupils more intelligently in the choice of training and work for which they are fitted and to enable us to develop certain phases of our school instruction, for which there seems to be a real need and demand.

During the current year the collection of records of children leaving school before graduation was continued. More than 2,000 such records were secured, principally from the white schools, and are being analyzed in detail for the consideration of the superintendent's office. It does not seem advisable to take up the space of this report by publishing the detail summaries which in many ways show the same general facts that were in evidence in the summaries of last year. As was to be expected, a study of the new series of cards shows the effect of war conditions and of the high cost of living. This is evidenced in the large number of withdrawals after the war period

began and in the increased number of pupils going to work under 14 years of age. The greater breadth of opportunity due to shortage of office help is reflected in a greater range of work, and the consequent higher range of pay. The effect of Government needs and opportunities is clearly shown. Out of 129 pupils who withdrew from the first year of white high schools and went to work, 56 engaged in governmental or war service; of 158 leaving the second year and going to work, 58 entered the governmental service, including the war service; of 85 leaving the third year for work, 30 were in this governmental group; and of 84 leaving the fourth year, 43 were placed in governmental or war service. This special service was rendered in clerical and messenger positions in the departments and in the Red Cross, in positions as pages in Congress, as draftsmen and mechanics, and through enlistments in the regular military and naval forces of the United States and in the National Guard.

I am convinced of the value of these special records and I expect to continue them during the coming year, especially in so far as they apply to children and young people who ought to continue their education in some form if possible. If a pupil can not be saved to the day-school system until the completion of his course, it should at least be made clear to him what the opportunities are for continuing his training through attendance on night school or through the use of other facilities of the public-school plant. In other words, we need to develop a follow-up system with regard to these young people.

The questionnaire referred to above was prepared by a committee under the subchairmanship of Assistant Superintendent Kramer, co-operating with the superintendent. It was intended to survey business needs and opportunities and to give light on the possibilities or real cooperation between school and business. It was expected that the information called for would also give us some worth-while material for vocational guidance. The printed sheet used for the collection of information is shown below in condensed form.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

COOPERATION BETWEEN SCHOOL AND BUSINESS.

A survey to determine needs and opportunities.

1. Number of persons employed in commercial side of business.

	14 to 16 yrs.		16 to 18 yrs.		18 to 20 yrs.		20 to 25 yrs.		Over 25 yrs.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Wrappers.....										
Packers.....										
Delivery Force—										
Drivers.....										
Helpers.....										
Shipping clerks.....										
Sales force.....										
Buyers.....										
Floor managers.....										
Advertising force.....										
Window dressers.....										
Office force—										
Stenographers and typewriters.....										
Bookkeepers.....										
Cashiers.....										
Helpers.....										

2. Number of persons of classes mentioned in No. 1 who have been in the employment of your firm for five years or over.

3. Number of persons included in No. 1 who receive from \$700 to \$1,000 per annum: Male; female.

4. Number of persons included in No. 1 who receive more than \$1,000 per annum: Male; female.

5. Number of persons included in No. 4 who have come to their positions by promotion from positions of lower grade in your service: Male; female.

6. Average wages for beginners in each of the following classes: Wrappers, packers, delivery force (drivers, helpers), shipping clerks, sales force (male, female), buyers, floor managers, advertising force, window dressers, office force (stenographers and typewriters, male, female), bookkeepers (male, female), cashiers, helpers.

7. What is considered a maximum salary to which any good employee might hope to attain in each of the following classes: Shipping clerks, sales force (male, female), buyers, floor managers, advertising force, window dressers, office force (stenographers and typewriters, male, female), bookkeepers (male, female), cashiers.

8. What method does your firm follow in securing employees included in No. 1?

9. For what positions included in No. 1 does there seem to be the greatest scarcity of desirable persons?

10. What are some of the common causes of discharge or low efficiency of employees included in No. 1?

11. What traits of character do you consider essential for all employees? Name at least three.

12. What ability ought a person to possess to a marked degree to make him especially adapted to engage in each of the following classes of work. (Choose those classes most nearly related to your business.) Sales force, bookkeepers, stenographers and typewriters, advertising force, shipping clerks, secretary.

13. What weight do you give, in your selection of employees, to the amount the applicant has attended school?

14. What school preparation do you consider necessary for a person engaging in each of the following classes of occupations? Sales force, bookkeepers, advertising force, stenographers and typewriters, shipping clerks, secretary.

Note:—In replying please classify school preparation as follows: Primary—Ability to write readily and perform simple arithmetical computations. Complete grade school course (graduation from eighth grade). Short high-school course (two years business high school). Complete course business high school (four years). Complete course technical high school (four years). Complete course academic high school (four years). College education.

15. What subjects do you think the schools should emphasize in the training of those desiring appointment in each of the following classes of occupations. Sales force, bookkeepers, advertising force, stenographers and typewriters, shipping clerks, secretary.

16. Which one of the following forms of part time or continuation school appears most useful and feasible to you for employees who should have further education.

(a) The excusing of boy or girl a certain number of hours per week to attend classes established in a nearby school. No deduction to be made from pay for time excused.

(b) The employment of two boys or two girls for one position. Each employee would serve for alternate weeks while the other attended school.

(c) The requirement of all pupils under a certain age or of certain limited schooling to attend night school. It should be borne in mind that night-school attendance makes a heavy demand upon the time which the employee should have for rest and recreation in order to be at his best efficiency during working hours.

17. What subjects, in your opinion, ought to be included in the course of instruction in continuation or night schools?

18. Do you provide any systematic course of instruction for your own employees? Of what does this course consist?

19. In what positions do you employ colored persons?

20. How many colored persons are now in your employ? Number under 20 years of age (male, female), number over 20 years of age (male, female).

(Name of firm.)

(Character of business.)

(Name of person giving information.)

This form was sent to representative houses engaged in varied lines of business activity, and some 50 replies were received, many of them very well worth while to us. The unsettled condition of business and the war stress on certain activities reduced the number of replies. It is felt, however, that the form is one that we may continue to use as we have opportunity, thus building up gradually a comprehensive study of the points we desire to cover. As may be noted, the first 12 and the last 2 questions deal with matters which will help us to a better knowledge of business opportunities. The remaining questions have a very direct bearing also on the services which the schools may render to the business community or which may be desired of them. The replies to questions 13 and 14 show an increasing weight given to a general education and a quite broad demand for at least a business high school or general high-school education. In a number of cases the suggestion is "A high-school course at least." The replies to question 15 (What subjects do you think the schools should emphasize in the training of those desiring appointment in each of the following classes of occupations? Sales force, bookkeepers, advertising force, stenographers and typewriters, shipping clerks, secretaries), show as was to be expected a very general desire for emphasis on the fundamentals—reading, grammar and spelling, penmanship, and arithmetic. Under sales force very definite replies tend to show a demand for the development of scientific salesmanship courses. Out of 25 replies representing 18 lines of business, 13 called for salesmanship courses, or named topics which come within a general field of a broad treatment of that subject. This lends force again to my argument for the development of worth while work along this line on some systematic plan which shall have the confidence of the business community.

Under question 16 I asked for an expression of opinion as to the relative value of three methods of continuation work for those employees who require further education: (a) The excusing of a boy or girl without loss of pay for a certain number of hours per week to attend classes in a nearby school; (b) the employment of two boys or girls alternating in the same position so that half time could be spent in school; and (c) the requirement for night-school attendance. In reply to this question there were 24 statements representing 12 general lines of business activity. It is rather surprising to note that 10 favored continuation day classes in a nearby school, and 9 favored night school. Only one reply was in favor of the rather frequently suggested plan of two persons for one position. I believe the replies already received justify a careful study of the immediate need for a continuation day school located at the Webster Building, in the heart of a business district. I do not see why we could not make a start there for the teaching of a few basic studies provided there is sufficient

demand for the organization of classes. I have long favored the organization of this type of work as soon as the demand was in evidence. In connection with an expressed approval of plan (a), one suggestive reply is: "It is, however, desirable to have the teacher come to the industry where rooms and first-hand industrial materials are available. Leaving the store to go to school is detrimental to the junior's attitude toward this as a business education."

As to the subject matter for day continuation classes, the main demand thus far in evidence is for arithmetic, English, spelling, and writing. A lesser demand is expressed for bookkeeping, typewriting and stenography, and a scattering demand for civics and economics, commercial geography, history, hygiene, law, salesmanship and store topics, and thrift. It is very evident that instruction at the start should be on the old basic studies treated, however, definitely along the line of store needs.

Other interesting factors are developed by the study so far as it has been carried out, but the limits of this report do not permit of any detailed analysis at this time.

BUILDINGS.

During the past year several important additions were made to our building equipment. The New Central High School and the Dunbar High School were completed, dedicated, and placed in the service. Both schools enrolled a large increase in their student bodies. The enrollment of the Central High School nearly doubled and it is evident that the normal capacity of the building will be reached within a year or so. I refer to the reports of the principals of these buildings for details as to the conditions of work and use during the past year. It is interesting to note, however, that these buildings not only met an immediate demand for student accommodation, but became centers for great public meetings and for larger community use. They represent the most important contribution in years to our school plant and to our opportunities for real service.

The opening of these two buildings leaves available for other use the old Central High School and the M Street High School. The former is now housing the overflow of the Business High School student body. With a new Eastern High School provided for, however, this overflow will probably disappear within a year or so. We shall then have these two buildings available for vocational and trade instruction and possibly for junior high school use.

The Park View School was completed during the last summer and was put in use at the beginning of the school year. It was immediately filled to its full capacity and but for the prospect of

an early addition to the Petworth School, it would be necessary to urge an immediate addition. The building was not only used for day school but for night school and for a very broad range of community activities. These have been touched upon elsewhere. There is no doubt that the Park View School was used for educational work and for community activities more than any other school building we have.

During the school year the addition to the Powell School was completed, thus giving us another 16-room type building and making it possible, with the Johnson School, to organize a 24-room group. The menace of the old Johnson Annex was removed by its wrecking and removal from the grounds.

I have no further recommendations to make relative to the size and general character of grade school buildings other than to refer again to statements on this subject contained in my last annual report.

CONCLUSION.

In submitting this report I desire to acknowledge the very cordial support and cooperation which have been shown me by the community and by the officers, teachers, and other employees of our school system. To a most unusual degree all have rendered willing service of a high order and have cooperated in a way to bring about more and more really effective results. I deem it not only a great pleasure, but a very great and real privilege to work in such relations in the education of the children of the District of Columbia.

I desire to express my sincere appreciation of the support and cooperation of the Board of Education and the officers of the board in connection with the routine work of the system and in the meeting and solution of the many problems which arise in a school organization of the size of ours. I recognize the deep interest in the many educational problems, and the willing service they render so freely to the community.

Respectfully submitted.

ERNEST L. THURSTON,
Superintendent of Schools.

REPORT OF THE OFFICE OF STATISTICS AND PUBLICATIONS.

SIR: I have the honor to submit herewith the statistics of the public schools of the District of Columbia for the school year ending June 30, 1917.

In compliance with your order to shorten reports for this year, on account of the limited appropriation for printing said reports, I have omitted 18 tables of the usual statistics and substituted in lieu thereof consolidated tabular statements for the first and second semesters respectively; shortened the "brief school directory"; and cut tables respecting secondary school statistics so as to exhibit information for the last 10 years. The usual facts, however, have been compiled at great labor and made, as formerly, a matter of record.

To compile the above records requires an immense amount of labor and superior technical skill, from a knowledge of which it must be apparent that at least two additional clerks are necessary. I would, therefore, recommend that two clerks at \$900 per annum each be appointed to assist in the work of this office.

STATISTICS OTHER THAN FISCAL FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1917.

1. School census: Ages, 5 to 17 years. Date of census, U. S. Census, 1910. Number of children enumerated: Males, 32,389; females, 33,478; total, 65,867.
2. Estimated number of pupils of school census age in parochial and private schools who were not enrolled during the year in public schools: Males, 2,342; females, 2,775; total, 5,117.

	Total.	Elementary (including kindergarten and voca- tional).	Secondary (high and normal).
3. Superintendents and assistant superintendents, whose duties are mainly connected with the general control of the system.	3		
4. Supervising principals, principals of groups and districts, and principals of buildings or similar units, including only those persons devoting half or more than half of their time to the control or administration, and supervision of instruction.	24	15	9
5. Supervisors whose duties are mainly connected with the supervision of instruction of special subjects and grades, including only those who devote half or more than half of their time to supervision.	18	18	
6. Number of different individuals employed as teachers:			
Males.....	227	97	130
Females.....	1,604	1,381	223
Total teachers.....	1,831	1,478	353
7. Number of teaching positions (number of teachers necessary to supply the schools).....	1,804	1,460	324

STATISTICS OTHER THAN FISCAL FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1917—Continued.

	Total.	Elementary (including kindergarten and voca- tional).	Secondary (high and normal).
8. Enrollment of pupils (net registration, excluding duplicates):			
Males.....	29,338	25,976	3,362
Females.....	30,946	26,624	4,322
Total enrollment.....	60,284	52,600	7,684
9. Aggregate attendance (total number of days attended by all pupils).....	8,290,246.5	7,168,824.5	1,121,422
10. Average daily attendance.....	4,494.0	42,798.0	6,696.0
11. Number of days the public schools were actually in session..	167.5	167.5	167.5
12. Number of school buildings or units of plant, not including portable or temporary structures operated as part of a permanent buildings.....	152	143	9
13. Number of schoolrooms.....	1,402	1,206	196
14. Number of sittings for seats for study.....	56,844	49,544	7,300
15. Number of buildings not used for schools or special activities, occupied as office buildings, warehouses, etc., none.			
16. Number of public high schools in buildings not occupied also by elementary grades, all.			
17. Number of public high schools belonging to the city system, 7; normal schools, 2; vocational schools, or schools for industries, 3; special schools, such as schools for the blind, deaf, feeble-minded, delinquents, dependents, etc.: Atypical, ungraded, fresh air, and coaching.			
18. Number of special activities connected with the school system: School gardens, vacation schools and playgrounds.			
19. Number of librarians and assistants employed in school libraries, 10.			
20. Number of school physicians employed, 12; number of dentists, 2; number of school nurses, 5.			
21. Number of truant officers, 3. Their average salary: One, \$900; two, \$600 each.			
22. Number of teachers employed in the public evening schools: Males, 48; females, 88; total, 136. Number of these also in public day schools: Males, 46; females, 44; total, 90.			
23. Number of pupils enrolled in the public evening schools: Males, 3,115; females, 3,132; total, 6,247. Number of these pupils also enrolled, sometime during the year, in public day schools: Males, none; females, none; total, none.			
24. Number of public kindergarten teachers employed, 156.			
25. Number of children enrolled in the public kindergartens: Males, 1,986; females, 1,984; total, 3,970.			
26. Length of school term provided by law or regulation, not omitting holidays, etc., 36 weeks.			

PUPILS ENROLLED.

White pupils:		Male pupils:	
Male.....	20,817	White.....	20,817
Female.....	20,869	Colored.....	8,521
	41,686		29,338
Colored pupils:		Female pupils:	
Male.....	8,521	White.....	20,869
Female.....	10,077	Colored.....	10,077
	18,598		30,946
Total.....	60,284	Total.....	60,284

	Male.	Female.	Total.
Pupils in—			
Elementary schools.....	25,805	26,339	52,144
Secondary schools.....	3,345	4,007	7,352
Normal schools.....	17	315	332
Vocational schools.....	171	255	426
Total.....	29,338	30,946	60,284

PER CENT OF TEACHERS.

The per cent of all teachers was: White, male 5.95, female 62.10, total 68.05; colored, male 6.45, female 25.50; total 31.95; distributed as follows:

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Elementary.....	0.33	48.00	48.33	2.46	20.59	23.05	2.79	68.59	71.38
Secondary.....	4.42	8.74	13.16	2.46	1.91	4.37	6.88	10.65	17.53
Normal.....		1.04	1.04	.22	.49	.71	.22	1.53	1.75
Vocational.....	.11	.33	.44	.55	.60	1.15	.66	.93	1.59
Special and other departments.....	1.03	3.99	5.08	.77	1.91	2.68	1.86	5.90	7.76
Total.....	5.95	62.10	68.05	6.45	25.50	31.95	12.40	87.60	100.00

The per cent of white teachers was: Male 8.75, female 91.25, distributed as follows:

	Male.	Female.	Total.
Elementary.....	0.48	70.55	71.03
Secondary.....	6.50	12.84	19.34
Normal.....		1.52	1.52
Vocational.....	.16	1.48	1.64
Special and other departments.....	1.61	5.86	7.47
Total.....	8.75	91.25	100.00

The per cent of colored teachers was: Male 20.17, female 79.83, distributed as follows:

	Male.	Female.	Total.
Elementary.....	7.69	64.45	72.14
Secondary.....	7.69	5.98	13.67
Normal.....	.69	1.54	2.23
Vocational.....	1.71	1.88	3.59
Special and other departments.....	2.39	5.98	8.37
Total.....	20.17	79.83	100.00

ENROLLMENT.

The number of pupils enrolled was 60,284—41,686 white and 18,598 colored. This shows an increase of 758, or 1.25 per cent, more than that of the previous year.

The average enrollment was 52,689.

The average number of pupils in daily attendance was 49,494.

There were employed 1,831 teachers, as follows:

	Male.	Female.	Total.
First nine divisions.....	109	1,137	1,246
Tenth-thirteenth divisions.....	118	467	585
Total.....	227	1,604	1,831
White teachers.....	109	1,137	1,246
Colored teachers.....	118	467	585
Total.....	227	1,604	1,831

Teachers were distributed as follows:

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Elementary.....	6	879	885	45	377	420	51	1,256	1,307
Secondary.....	81	160	241	45	35	80	126	195	321
Normal.....	19	19	38	4	9	13	4	28	32
Vocational.....	2	6	8	10	11	21	12	17	29
Special and other departments	20	73	93	14	35	49	34	108	142
Total.....	109	1,137	1,246	118	467	585	227	1,604	1,831

There were enrolled in the night schools 6,247 pupils, of whom 4,319 were white and 1,928 were colored, who were taught by 136 teachers, including director and assistant director, 70 white and 66 colored. There were 48 male teachers—22 white and 26 colored (including 2 male directors—1 director white and 1 assistant director colored) and 88 female teachers—48 white and 40 colored.

The night schools were taught in buildings used for day schools and were in session an average of 69.3 nights.

Night schools.	Male.	Female.	Total.
Elementary:			
White, graded—			
Jefferson.....	109	31	140
Madison.....	127	68	195
Thomson.....	389	141	530
Wallach.....	155	27	182
Special—			
Berret.....		62	62
Central high, printing.....	41	1	42
B. B. French.....		81	81
Morse.....		27	27
Northeast Industrial.....		171	171
Park View.....	9	126	135
218 Third Street.....		41	41
Wilson Normal.....	11	111	122
Total.....	841	887	1,728

Night schools.		Male.	Female.	Total.
Elementary—continued.				
Colored, graded				
Birney.....		30	12	42
Burrville.....		12	10	22
Crummell.....		5	12	17
Deanwood.....		16	10	26
Garfield.....		11	33	44
Garnet-Phelps.....		147	253	400
Lovejoy.....		31	25	56
Phillips.....		21	52	73
Randall.....		54	22	76
Stevens.....		73	103	176
Special—				
Cardozo Vocational.....		68	7	105
Total.....		468	607	1,075
Total elementary.....		1,309	1,494	2,803
Secondary:				
White—				
Business high.....		768	622	1,391
McKinley high.....		704	496	1,200
Total.....		1,472	1,119	2,591
Colored—				
Armstrong high.....		226	400	626
Danbar high.....		108	120	228
Total.....		334	519	853
Total, secondary.....		1,806	1,638	3,444
Grand total.....		3,115	3,132	6,247

The relative number of pupils enrolled in the different grades of schools is shown by the following:

	White.	Colored.	Total.
Elementary:			
Kindergarten.....	2,742	1,228	3,970
Primary.....	18,541	9,801	28,342
Grammar.....	14,315	5,027	19,342
Ungraded.....	229	171	400
Secondary:			
Academic high.....	3,183	1,010	4,193
Business high.....	1,145	167	1,312
Manual training high.....	1,213	634	1,847
Normal.....	172	160	332
Vocational.....	146	310	456
Total.....	41,686	18,598	60,284
Per cent of whole enrollment.....	69.15	30.85	100.00

The day schools were in session 167.5 days.

Attendance of white and colored schools.

	White.	Colored.	Total.
Whole enrollment:			
Elementary.....	35,827	16,317	52,144
Secondary.....	5,541	1,811	7,352
Normal.....	172	160	332
Vocational.....	146	310	456
Total.....	41,686	18,598	60,284
Increase for the year.....	604	154	758
Per cent of increase.....	1.47	0.83	1.25
Average enrollment			
Elementary.....	31,108.9	14,094.8	45,203.7
Secondary.....	5,150.5	1,657.0	6,807.5
Normal.....	157.9	148.1	306.0
Vocational.....	140.2	231.2	371.4
Total.....	33,556.5	16,132.1	52,688.6
Increase for the year.....	51	159	18
Per cent of increase.....	0.13	1.03	1.015
Average attendance:			
Elementary.....	29,191.7	13,265.2	42,456.9
Secondary.....	4,856.4	1,541.8	6,398.2
Normal.....	153.6	144.2	297.8
Vocational.....	133.2	207.9	341.1
Total.....	34,333.9	15,160.1	49,494.0
Increase for the year.....	113	118	131
Per cent of increase.....	0.03	0.77	0.26
Whole enrollment:			
Boys.....	20,817	8,521	29,338
Girls.....	20,869	10,077	31,946
Total.....	41,686	18,598	60,284
In the night schools.....	4,319	1,928	6,247
Grand total.....	46,005	20,526	66,531
School buildings:²			
Elementary.....	89	45	134
Secondary.....	5	2	7
Normal.....	1	1	2
Vocational.....	1	2	3
Special, etc.....	5	1	6
Total.....	101	51	152
Schoolrooms:			
Elementary.....	³ 795	⁴ 359	1,154
Secondary.....	147	45	192
Normal ⁵	2	2	4
Vocational.....	8	12	20
Special, etc.....	28	4	32
Total.....	980	422	1,402
Number of teachers:			
Male.....	109	118	227
Female.....	1,137	467	1,604
Total.....	1,246	585	1,831
Night schools.....	70	66	136
Grand total.....	1,316	651	1,967
Cost of tuition per pupil, including supervision, based on average enrollment.....			\$41.13
Cost per pupil for all expenses, except outlays based on the average enrollment.....			51.63

¹ Decrease.² Not including rented buildings, portable buildings, abandoned buildings, and those razed to the ground.³ Including Industrial Home, not owned by the District of Columbia.⁴ Including Orphans' Home, not owned by the District of Columbia.⁵ Rooms only used for normal school students' classrooms.

Whole enrollment of pupils in the several kinds and grades in the District for the school year ending June 30, 1917.

	White.	Colored.	Total.
Elementary:			
Kindergarten.....	2, 742	1, 228	3, 970
Primary—			
First grade.....	5, 288	3, 316	8, 604
Second grade.....	4, 577	2, 376	6, 953
Third grade.....	4, 271	2, 137	6, 408
Fourth grade.....	4, 405	2, 062	6, 467
Total.....	18, 541	9, 891	28, 432
Grammar—			
Fifth grade.....	4, 254	1, 647	5, 901
Sixth grade.....	3, 837	1, 374	5, 211
Seventh grade.....	3, 421	1, 115	4, 536
Eighth grade.....	2, 803	891	3, 694
Total.....	14, 315	5, 027	19, 342
Ungraded.....	229	171	400
Secondary:			
Academic high—			
Ninth grade.....	1, 281	457	1, 738
Tenth grade.....	827	272	1, 099
Eleventh grade.....	582	155	737
Twelfth grade.....	483	126	619
Total.....	3, 183	1, 010	4, 193
Business high—			
Ninth grade.....	604	91	695
Tenth grade.....	361	41	402
Eleventh grade.....	93	10	103
Twelfth grade.....	87	25	112
Total.....	1, 145	167	1, 312
Manual training high—			
Ninth grade.....	440	276	716
Tenth grade.....	338	175	513
Eleventh grade.....	277	107	384
Twelfth grade.....	158	76	234
Total.....	1, 213	634	1, 847
Normal:			
Thirteenth grade.....	95	92	187
Fourteenth grade.....	77	68	145
Total.....	172	160	332
Vocational.....	146	310	456
Grand total.....	41, 686	18, 598	60, 284

The whole enrollment of the white and colored pupils, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1917, was as follows:

	Boys.	Girls.	Total.	Per cent.
Elementary:				
Kindergarten.....	1,986	1,984	3,970	6.59
First grade.....	4,523	4,081	8,604	14.27
Second grade.....	3,535	3,418	6,953	11.53
Third grade.....	3,205	3,203	6,408	10.63
Fourth grade.....	3,212	3,255	6,467	10.73
Fifth grade.....	2,855	3,046	5,901	9.79
Sixth grade.....	2,417	2,794	5,211	8.64
Seventh grade.....	2,079	2,457	4,536	7.52
Eighth grade.....	1,689	2,005	3,694	6.13
Ungraded.....	304	96	400	.66
Secondary:				
Ninth grade.....	1,437	1,712	3,149	5.23
Tenth grade.....	917	1,007	2,014	3.34
Eleventh grade.....	564	660	1,224	2.03
Twelfth grade.....	427	538	965	1.60
Normal:				
Thirteenth grade.....	11	176	187	.31
Fourteenth grade.....	6	139	145	.24
Vocational.....	171	285	456	.76
Total.....	29,338	30,946	60,284	100.00
SUMMARY.				
Kindergarten.....	1,986	1,984	3,970	6.59
Primary.....	14,475	13,957	28,432	47.16
Grammar.....	9,040	10,302	19,342	32.08
Ungraded.....	304	96	400	.66
Secondary.....	3,345	4,007	7,352	12.20
Normal.....	17	315	332	.55
Vocational.....	171	285	456	.76
Total.....	29,338	30,946	60,284	100.00

The whole enrollment of white pupils in the public schools of the District of Columbia, by grades, for the school year ending June 30, 1917, was as follows:

	Boys.	Girls.	Total.	Per cent.
Elementary:				
Kindergarten.....	1,381	1,361	2,742	6.58
First grade.....	2,796	2,492	5,288	12.69
Second grade.....	2,315	2,292	4,577	10.98
Third grade.....	2,191	2,080	4,271	10.24
Fourth grade.....	2,271	2,134	4,405	10.57
Fifth grade.....	2,145	2,109	4,254	10.21
Sixth grade.....	1,843	1,994	3,837	9.20
Seventh grade.....	1,636	1,785	3,421	8.21
Eighth grade.....	1,356	1,447	2,803	6.72
Ungraded.....	175	54	229	.35
Secondary:				
Ninth grade.....	1,099	1,099	2,325	5.58
Tenth grade.....	718	808	1,526	3.66
Eleventh grade.....	473	479	952	2.28
Twelfth grade.....	345	393	738	1.77
Normal:				
Thirteenth grade.....		95	95	.23
Fourteenth grade.....	1	76	77	.18
Vocational.....	72	74	146	.35
Total.....	20,817	20,869	41,686	100.00
SUMMARY.				
Kindergarten.....	1,381	1,361	2,742	6.58
Primary.....	9,573	8,968	18,541	44.48
Grammar.....	6,980	7,335	14,315	34.34
Ungraded.....	175	54	229	.55
Secondary.....	2,635	2,906	5,541	13.29
Normal.....	1	171	172	.41
Vocational.....	72	74	146	.35
Total.....	20,817	20,869	41,686	100.00

The whole enrollment of colored pupils in the public schools of the District of Columbia, by grades, for the school year ending June 30, 1917, was as follows:

	Boys.	Girls.	Total.	Per cent.
Elementary:				
Kindergarten.....	605	623	1,228	6.60
First grade.....	1,727	1,589	3,316	17.83
Second grade.....	1,220	1,156	2,376	12.77
Third grade.....	1,014	1,123	2,137	11.49
Fourth grade.....	941	1,121	2,062	11.09
Fifth grade.....	710	937	1,647	8.86
Sixth grade.....	574	800	1,374	7.39
Seventh grade.....	443	672	1,115	5.99
Eighth grade.....	333	558	891	4.79
Ungraded.....	129	42	171	.92
Secondary:				
Ninth grade.....	338	486	824	4.43
Tenth grade.....	199	289	488	2.63
Eleventh grade.....	91	181	272	1.46
Twelfth grade.....	82	145	227	1.22
Normal:				
Thirteenth grade.....	11	81	92	.49
Fourteenth grade.....	5	63	68	.37
Vocational.....	99	211	310	1.67
Total.....	8,521	10,277	18,598	100.00
SUMMARY.				
Kindergarten.....	605	623	1,228	6.60
Primary.....	4,902	4,998	9,891	53.18
Grammar.....	2,060	2,967	5,027	27.03
Ungraded.....	129	42	171	.92
Secondary.....	710	1,101	1,811	9.74
Normal.....	16	144	160	.86
Vocational.....	99	211	310	1.67
Total.....	8,521	10,077	18,598	100.00

Enrollment, attendance, discipline, etc., in elementary and secondary schools.

ELEMENTARY SCHOOLS.¹

	White.	Colored.	Total.
Number of pupils enrolled.....	35,827	16,317	52,144
Average enrollment.....	31,108.9	14,094.8	45,203.7
Average attendance.....	29,191.7	13,265.2	42,456.9
Per cent of attendance.....	93.8	94.1	93.9
Average number of tardiness per report (based on total for all sessions).....	5,755.0	1,493.5	7,248.5
Number of corporal punishments.....	4	2	6
Number of principals and teachers.....	885	422	1,307
Average number of pupils to the teacher (estimated on average enrollment).....	35.1	33.4	34.5
Average salary paid.....			\$912.10
Cost of tuition per pupil (estimated on average enrollment).....			\$26.38

SECONDARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	5,541	1,811	7,352
Average enrollment.....	5,150.5	1,657.0	6,807.5
Average attendance.....	4,856.4	1,541.8	6,398.2
Per cent of attendance.....	94.3	93.0	94.0
Average number of tardiness per report (based on total for all sessions).....	2,910.8	745.8	3,656.6
Number of teachers employed ²	236	78	314
Average salary paid.....			\$1,623.77
Cost of tuition per pupil (estimated on average enrollment).....			\$76.56

¹ Includes kindergartens and ungraded schools.

² Does not include principal.

The whole number of classes below the high schools was as follows:

	White.	Colored.	Total.
Elementary:			
Kindergarten.....	52	27	79
Primary -			
First grade.....	104	63	167
Second grade.....	122	68	190
Third grade.....	100	49	149
Fourth grade.....	106	53	159
Total.....	432	233	665
Grammar -			
Fifth grade.....	94	40	134
Sixth grade.....	93	35	128
Seventh grade.....	82	33	115
Eighth grade.....	75	26	101
Total.....	344	134	478
Ungraded.....	17	9	26
Coaching.....	2	1	3
Grand total.....	847	401	1,251
SUMMARY.			
Kindergarten.....	52	27	79
Half-day schools.....	226	131	357
Whole-day schools.....	550	236	786
Ungraded.....	17	9	26
Coaching.....	2	1	3
Grand total.....	847	401	1,251

The average enrollment of pupils to the class, based on the whole enrollment, was as follows:

	White.	Colored.	Total.
Elementary:			
Kindergarten.....	52.7	45.4	50.2
Primary -			
First grade.....	50.8	52.6	51.5
Second grade.....	37.5	34.9	36.5
Third grade.....	42.7	43.6	43.0
Fourth grade.....	41.5	38.9	40.6
Grammar -			
Fifth grade.....	45.2	41.1	44.0
Sixth grade.....	41.2	39.2	40.7
Seventh grade.....	41.7	33.7	39.4
Eighth grade.....	37.3	34.2	36.5
Ungraded.....	13.4	19.0	15.3
Secondary:			
Academic high ¹	24.4	25.8	24.8
Business high ¹	23.3	27.8	23.8
Manual training high ¹	21.2	19.1	20.5
Normal ²	45.5	28.1	40.2
Vocational.....	20.8	15.5	16.8
SUMMARY.			
Elementary ³	42.2	40.3	41.6
Secondary ¹	23.4	23.2	23.4
Normal ¹	² 45.5	² 28.1	40.2
Vocational ¹	20.8	15.5	16.8

¹ To the teacher, excluding the principal.

² Including normal practice classes.

³ Including coaching teachers.

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	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Board of education.....	4	2	6	2	1	3	6	3	9
Board of examiners.....	1	1	2	1	1	2	2	2	4
Superintendent.....	1	—	1	—	—	—	—	—	1
Assistant superintendent.....	1	—	1	1	—	1	2	—	2
Supervising principals.....	6	2	8	3	1	4	9	3	12
Director of intermediate instruction.....	1	—	1	—	—	—	1	—	1
Supervisor of manual training.....	1	—	1	—	—	—	1	—	1
Director of primary instruction.....	—	1	1	—	—	—	—	1	1
Secretary of board of education.....	1	—	1	—	—	—	1	—	1
Statistical office.....	—	—	—	1	—	1	—	—	1
Finance office.....	2	1	3	—	—	—	2	1	3
Child-labor office.....	—	1	1	—	—	—	—	1	1
Stenographers and clerks.....	1	2	3	—	—	—	1	2	3
Messenger.....	—	—	—	1	—	1	1	—	1
Total.....	19	10	29	9	3	12	28	13	41
Attendance office.....	—	2	2	—	1	1	—	3	3
Teachers:									
Kindergarten.....	—	103	103	—	53	53	—	156	156
First grade.....	—	100	100	1	60	61	1	160	161
Second grade.....	1	115	116	5	61	66	6	176	182
Third grade.....	—	98	98	6	41	47	6	139	145
Fourth grade.....	—	104	104	12	39	51	12	143	155
Total.....	1	417	418	24	201	225	25	618	643
Fifth grade.....	—	94	94	2	38	40	2	132	134
Sixth grade.....	—	93	93	3	32	35	3	125	128
Seventh grade.....	—	82	82	5	28	33	5	110	115
Eighth grade.....	5	70	75	8	18	26	13	88	101
Total.....	5	339	344	18	116	134	23	455	478
Coaching.....	—	2	2	—	1	1	—	3	3
Ungraded.....	—	18	18	3	6	9	3	24	27
Secondary—									
Academic high.....	43	90	133	20	20	40	63	110	173
Business high.....	11	39	50	5	1	6	16	40	56
Manual training high.....	27	31	58	20	14	34	47	45	92
Total.....	81	160	241	45	35	80	126	195	321
Normal.....	—	19	19	4	9	13	4	28	32
Vocational.....	2	6	8	10	11	21	12	17	29
Special departments—									
Primary instruction.....	—	2	2	—	2	2	—	4	4
Drawing.....	—	8	8	6	—	6	6	8	14
Music.....	1	10	11	—	5	5	1	15	16
Physical training.....	—	9	9	—	5	5	—	14	14
Manual training.....	18	—	18	7	—	7	25	—	25
Domestic science.....	—	20	20	—	10	10	—	30	30
Domestic art.....	—	22	22	—	11	11	—	33	33
Kindergarten direction.....	—	1	1	—	1	1	—	2	2
Penmanship.....	—	1	1	—	1	1	—	2	2
Military instruction.....	1	—	1	1	—	1	2	—	2
Total.....	20	73	93	14	35	49	34	108	142
Miscellaneous.									
Librarians and clerks.....	—	21	21	5	3	8	5	24	29
Superintendent of janitors.....	1	—	1	—	—	—	1	—	1
Engineers.....	3	—	3	3	—	3	6	—	6
Assistant engineers.....	3	—	3	2	—	2	5	—	5
Janitors.....	97	—	97	51	—	51	148	—	148
Assistant janitors.....	3	—	3	2	—	2	5	—	5
Laborers									

Officers, teachers, engineers, janitors, caretakers, and others, employees of the public schools of the District of Columbia for the school year ending June 30, 1917—Continued.

	White.			Colored.			Total.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
<i>Miscellaneous--Continued.</i>									
Charwomen.....					4	4		4	4
Matrons.....		1	1					1	1
Medical inspectors.....	9	1	10	4		4	13	1	14
Nurses.....		4	4		1	1		5	5
Custodian and assistant.....				1	1	2	1	1	2
Cabinetmaker.....	1		1				1		1
Total.....	151	87	238	166	54	220	317	141	458
Total (day schools).....	279	1,236	1,515	293	525	818	572	1,761	2,333
Night schools:									
Teachers and directors.....	22	48	70	26	40	66	48	88	136
Superintendent of janitors.....	1		1						1
Engineers.....	2		2	2		2	4		4
Janitors, et al.....	11	6	17	19	1	20	30	7	37
Total (night).....	36	54	90	47	41	88	83	95	178
Grand total.....	315	1,290	1,605	340	566	906	655	1,856	2,511

CENTRAL HIGH SCHOOL.

Enrollment by grades and sexes for 1916-17.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a.....	307	383	690	137	169	306
9b.....	89	127	216	297	356	653
10a.....	189	233	422	89	123	212
10b.....	46	69	115	176	215	391
11a.....	112	166	278	48	66	114
11b.....	35	50	85	102	159	261
12a.....	91	117	208	37	52	89
12b.....	27	25	52	104	134	238
Total.....	896	1,170	2,066	990	1,274	2,264
Withdrawals.....	69	84	163	147	152	299
Total at end of semester.....	827	1,086	1,903	843	1,122	1,965

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First.....	2,008.4	1,949.3	97.1
Second.....	1,994.9	1,889.8	94.7
Third.....	1,947.0	1,803.1	92.6
Fourth.....	2,194.2	2,034.5	92.7
Fifth.....	2,129.1	1,964.7	92.3
Sixth.....	2,025.8	1,875.8	92.6
Total.....	2,051.0	1,915.9	93.4

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enroll- ment.	Total enroll- ment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1907-8.....	48	1,000.2	1,122			54	118	172
1908-9.....	50	1,014.2	1,168			67	110	177
1909-10.....	50	1,052	1,201			44	95	139
1910-11.....	51	1,109	1,259	{Feb.....	4		14	18
				{June.....	43		99	142
1911-12.....	53	1,089	1,262	{Feb.....	5		24	29
				{June.....	52		89	141
1912-13.....	52	1,069	1,252	{Feb.....	8		36	44
				{June.....	62		109	171
1913-14.....	53	1,074	{11,094	{Feb.....	7		21	28
			{21,154	{June.....	71		129	200
1914-15.....	54	1,146	{11,162	{Feb.....	11		22	33
			{21,225	{June.....	80		99	179
1915-16.....	60	1,421.6	{11,422	{Feb.....	11		23	34
			{21,550	{June.....	57		113	170
1916-17.....	82	2,051	{12,066	{Feb.....	11		18	29
			{22,264	{June.....	95		108	203
1 January.				2 June.				

¹ January.

² June.

EASTERN HIGH SCHOOL.

Enrollment by grades and sexes, for 1916-17.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a.....	15	45	60	35	50	85
9b.....	53	92	145	32	67	99
10a.....	19	31	50	14	42	56
10b.....	25	52	77	24	51	75
11a.....	11	7	18	19	28	47
11b.....	26	46	72	26	40	66
12a.....	2	9	11	10	5	15
12b.....	27	39	66	25	42	67
Total.....	178	321	499	185	325	510
Withdrawals.....	19	29	48	55	56	111
Total at end of semester.....	159	292	451	130	269	399

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First.....	474.1	463.0	97.7
Second.....	475.8	457.0	96.0
Third.....	455.2	430.3	94.5
Fourth.....	503.4	475.3	94.4
Fifth.....	481.0	454.4	94.5
Sixth.....	429.0	401.1	93.5
Total.....	469.1	445.4	95.0

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total
				Second year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1907-8.....	21	353.4	388			15	33	48
1908-9.....	22	361.8	405			14	42	56
1909-10.....	23	384.0	433			17	55	72
1910-11.....	24	396.0	452			16	50	66
1911-12.....	24	413.0	464			19	42	61
1912-13.....	24	419.0	467			21	56	77
1913-14.....	24	457.3	¹ 470 ² 484			30	60	90
1914-15.....	24	453.9	¹ 465 ² 492			21	61	82
1915-16.....	27	480.3	¹ 491 ² 532			24	54	78
1916-17.....	27	469.1	¹ 499 ² 510	4	11	20	40	75

¹ January.

² June.

WESTERN HIGH SCHOOL.

Enrollment by grades and sexes for 1916-17.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a.....	50	51	101	35	29	64
9b.....	15	21	36	27	47	74
10a.....	46	50	96	12	18	30
10b.....	13	24	37	45	50	95
11a.....	27	64	91	14	17	31
11b.....	18	10	28	22	66	88
12a.....	41	90	131	18	12	40
12b.....	2	5	7	39	89	128
Total.....	212	315	527	212	328	540
Withdrawals.....	13	26	30	80	33	113
Total at end of semester.....	199	289	497	132	295	427

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First.....	195.0	479.1	96.8
Second.....	506.5	482.4	95.2
Third.....	198.9	458.9	92.0
Fourth.....	520.0	480.4	92.4
Fifth.....	514.1	479.6	93.3
Sixth.....	469.2	439.0	93.6
Total.....	500.7	469.0	93.7

Number of teachers, average attendance, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1907-8.....	26	467	561			19	42	61
1908-9.....	27	517	614			23	38	66
1909-10.....	29	531	619			23	40	63
1910-11.....	29	535	614	{Feb.....			4	4
				{June.....		31	41	72
1911-12.....	29	611	686	{Feb.....		3	6	9
				{June.....		28	58	86
1912-13.....	29	631	717	{Feb.....		2	4	6
				{June.....		55	36	91
1913-14.....	29	668	{ 1 694	Feb.....		1	1	2
			{ 2 724	June.....		35	57	92
1914-15.....	28	584	{ 1 620	Feb.....		1	4	5
			{ 2 612	June.....		40	52	92
1915-16.....	26	600	{ 1 643	Feb.....		3	4	7
			{ 2 643	June.....		31	81	112
1916-17.....	24	500.7	{ 1 527	Feb.....		3	2	5
			{ 2 540	June.....		34	89	123

1 January.

2 June.

¹ January.

² June.

BUSINESS HIGH SCHOOL.

Enrollment by grades and sexes for 1916-17.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a.....	122	284	406	82	229	311
9b.....	72	119	191	96	214	310
10a.....	69	163	232	73	120	193
10b.....	46	82	128	39	116	155
11a.....	29	37	66	21	31	52
11b.....	10	17	27	26	27	53
12a.....	24	37	61	8	10	18
12b.....	11	15	26	24	37	62
Total.....	383	754	1,137	369	785	1,154
Withdrawals.....	69	78	147	132	212	344
Total at end of semester.....	314	676	990	237	573	810

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First.....	1,109.7	1,075.9	97.0
Second.....	1,091.3	1,047.9	96.0
Third.....	1,012.5	951.1	93.9
Fourth.....	1,116.8	1,048.7	93.9
Fifth.....	1,015.1	949.9	93.6
Sixth.....	805.6	749.0	93.0
Total.....	1,017.5	961.4	94.5

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1907-8.....	37	734	891	42	87	129	15.7
1908-9.....	41	866	1,076	30	87	137	15.4
1909-10.....	44	894	1,145	48	86	134	15.5
1910-11.....	46	971	1,235	58	77	135	15.5
1911-12.....	46	1,087	1,407	52	121	173	15.4
1912-13.....	48	1,096	1,394	73	131	204	15.3
1913-14.....	48	1,184	$\left\{ \begin{array}{l} 1,216 \\ 1,332 \end{array} \right\}$	71	167	238	15.3
1914-15.....	52	1,255	$\left\{ \begin{array}{l} 1,342 \\ 1,410 \end{array} \right\}$	75	189	264	15.1
1915-16.....	52	1,225	$\left\{ \begin{array}{l} 1,298 \\ 1,311 \end{array} \right\}$	22	44	66	.....
				70	99	169	.....
1916-17.....	50	1,017.5	$\left\{ \begin{array}{l} 1,137 \\ 1,154 \end{array} \right\}$	24	46	70	15.0
				60	119	179	15.3

¹ January.

² June.

M'KINLEY MANUAL TRAINING SCHOOL.

Enrollment by grades and sexes for 1916-17.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a.....	243	59	302	160	16	176
9b.....	109	25	134	186	55	241
10a.....	180	63	243	124	23	147
10b.....	64	28	92	131	59	190
11a.....	140	50	190	62	19	81
11b.....	57	30	87	129	52	181
12a.....	78	33	111	38	17	55
12b.....	32	10	42	91	42	133
Total.....	903	298	1,201	921	283	1,204
Withdrawals.....	85	21	106	302	50	352
Total at end of semester.....	818	277	1,095	619	233	852

Average enrollment, average attendance, and per cent of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First.....	1,168.6	1,139.5	97.5
Second.....	1,164.2	1,124.8	96.6
Third.....	1,123.4	1,062.8	94.6
Fourth.....	1,165.6	1,107.7	95.0
Fifth.....	1,087.5	1,034.1	95.1
Sixth.....	938.3	900.7	96.0
Total.....	1,102.5	1,055.2	95.7

DUNBAR HIGH SCHOOL.¹*Enrollment by grades and sexes for 1916-17.*

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a.....	174	201	375	75	168	243
9b.....	67	78	145	94	109	203
10a.....	35	114	149	48	76	124
10b.....	35	53	88	49	104	153
11a.....	33	65	98	32	36	68
11b.....	23	32	55	41	64	105
12a.....	33	63	96	12	26	38
12b.....	11	19	30	39	78	117
Total.....	376	625	1,001	390	661	1,051
Withdrawals.....	38	57	94	103	69	172
Total at end of semester.....	338	568	906	287	592	879

¹ See separate report for the business practice department.*Average enrollment, average attendance, and per cent of attendance.*

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First.....	956.4	925.9	96.8
Second.....	956.2	911.0	95.3
Third.....	922.8	867.9	94.0
Fourth.....	1,014.9	952.6	93.9
Fifth.....	966.4	892.5	92.4
Sixth.....	930.3	862.5	92.7
Total.....	957.4	900.1	94.0

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.		
				Boys.	Girls.	Total.
1907-8.....	30	599	676	25	55	80
1908-9.....	33	621	718	25	68	93
1909-10.....	34	644	742	26	54	80
1910-11.....	34	700	794	24	67	91
1911-12.....	36	739	864	32	83	115
1912-13.....	36	762	894	36	81	117
1913-14.....	36	741	1 785 2 796	33	78	111
1914-15.....	35	770.3	1 784 2 825	38	63	101
1915-16.....	36	810.8	1 825 2 877	30	71	101
1916-17.....	40	957.4	1 1,001 2 1,051	38	78	116

¹ January.² June.

DEPARTMENT OF BUSINESS PRACTICE OF DUNBAR HIGH SCHOOL.

Enrollment by grades and sexes for 1916-17.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a.....	31	35	66	25	31	56
9b.....	12	10	22	18	18	36
10a.....	16	11	27	14	11	25
10b.....	4	9	13	10	7	17
11a.....	3	7	10	2	8	10
11b.....	8	7	15	2	4	6
12a.....	4	3	7	3	4	7
12b.....	4	7	11	8	5	13
Total.....	78	82	160	82	88	170
Withdrawals.....	15	14	29	35	21	56
Total at end of semester.....	63	68	131	47	67	114

Average enrollment, average attendance, and per cent of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance
First.....	144.8	139.9	96.6
Second.....	144.2	135.5	93.9
Third.....	132.9	121.8	91.7
Fourth.....	155.9	142.4	91.4
Fifth.....	141.4	127.2	90.0
Sixth.....	125.7	112.2	89.3
Total.....	140.4	129.1	91.9

Year:	Number of teachers.	Year:	Number of teachers.
1912-13.....	8	1915-16.....	6
1913-14.....	8	1916-17.....	6
1914-15.....	7		

Number of graduates.

	Boys.	Girls.	Total.
1916-17:			
Four-year course.....	9	7	16
Two-year course.....	1	5	6

ARMSTRONG MANUAL TRAINING SCHOOL.

Enrollment by grades and sexes for 1916-17.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a.....	76	115	191	50	81	131
9b.....	40	43	83	57	78	135
10a.....	53	60	113	40	36	76
10b.....	20	41	61	41	52	93
11a.....	21	56	77	15	33	48
11b.....	9	21	30	17	46	63
12a.....	11	30	41	11	12	23
12b.....	14	20	34	21	49	70
Total.....	244	386	630	252	387	639
Withdrawals.....	45	58	103	82	73	155
Total at end of semester.....	199	328	527	170	314	484

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First.....	580.9	551.5	94.9
Second.....	573.2	535.2	93.4
Third.....	544.5	498.7	91.6
Fourth.....	601.1	546.2	90.8
Fifth.....	556.7	497.6	89.4
Sixth.....	517.3	470.6	91.0
Total.....	560.8	514.1	91.7

Number of teachers, average attendance, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average attendance.	Average enrollment.	Total enrollment.	Number of graduates.				Total
					Two-year.		Four-year.		
					Male.	Female.	Male.	Female.	
1907-8.....	31	329	352	1 444					
1908-9.....	30	458	484	1 660					
1909-10.....	37	538	574	1 722	8	25	21	35	89
1910-11.....	40	576	620	1 877	6	16	23	49	72
1911-12.....	40	568	611	1 796	2	15	19	20	56
1912-13.....	28	446	477	2 629			27	53	80
1913-14.....	29	479.2	514.5	3 548 1 596			26	44	70
1914-15.....	32	529.4	573.3	3 593 1 652			17	37	54
1915-16.....	33	566.1	617.3	3 683 1 685			25	50	75
1916-17.....	34	514.1	560.8	3 630 1 639			4	11	15
							41	30	51

¹ Includes Phelps Business School.

² Phelps Business School transferred to M Street.

³ January.

⁴ June.

NORMAL SCHOOLS.

	White.	Colored.	Total.
Number of teachers trained.....	172	160	332
Average enrollment.....	157.9	148.1	306
Average attendance.....	153.6	144.2	297.8
Number of teachers employed.....	19	13	32

VOCATIONAL SCHOOLS.

Number of pupils enrolled.....	146	310	456
Average enrollment.....	140.2	231.2	371.4
Average attendance.....	133.2	207.9	341.1
Per cent of attendance.....	95.0	89.9	91.8
Average number of tardiness per report (based on total for all sessions)....	10.5	18.5	29.0
Number of corporal punishments.....			
Number of teachers employed ¹	7	20	27
Average number of pupils to the teacher (estimated on average enrollment)....	20.0	11.5	13.7
Average salary paid ¹			\$624.80
Cost of tuition per pupil (estimated on average enrollment).....			48.78

¹ Does not include principal.

DISTRIBUTION OF PUPILS.

Distribution of pupils by grades, and the average number per teacher based on the whole enrollment.

Grade.	First semester.			Second semester.		
	Schools.	Whole enrollment.	Average number of pupils per teacher.	Schools.	Whole enrollment.	Average number of pupils per teacher.
First division:						
Kindergarten.....	8	294	36.7	9	336	37.3
First.....	14	720	51.4	12	630	52.5
Second.....	20	689	34.4	22	629	28.5
Third.....	14	614	43.8	15	600	40.0
Fourth.....	16	651	40.6	16	601	37.5
Fifth.....	14	612	43.7	14	642	45.8
Sixth.....	15	599	39.9	15	590	39.3
Seventh.....	13	553	41.0	12	530	44.1
Eighth.....	12	428	35.6	12	429	35.7
Total.....	126	5,140	40.7	¹ 128	4,987	38.9
Second division:²						
Third division:						
Kindergarten.....	10	451	45.1	10	424	42.4
First.....	20	945	47.7	20	898	44.9
Second.....	21	854	40.6	21	854	40.6
Third.....	18	760	42.2	19	819	42.9
Fourth.....	18	804	43.6	19	809	42.5
Fifth.....	18	809	44.9	19	877	45.5
Sixth.....	17	765	45.0	17	783	46.0
Seventh.....	17	739	44.6	17	747	43.9
Eighth.....	16	603	37.6	16	635	39.6
Total.....	155	6,750	43.5	158	6,793	42.9
Fourth division:						
Kindergarten.....	3	138	46.0	3	113	37.6
First.....	6	269	44.8	6	202	33.6
Second.....	6	221	36.8	6	210	35.0
Third.....	5	210	42.0	5	200	40.0
Fourth.....	6	239	39.8	6	247	41.1
Fifth.....	5	222	44.4	5	200	40.0
Sixth.....	6	224	37.3	6	217	36.1
Seventh.....	5	191	38.2	5	178	35.6
Eighth.....	5	187	37.4	5	181	36.2
Total.....	47	1,901	40.4	47	1,788	38.0
Fifth division:						
Kindergarten.....	10	354	35.4	10	346	34.6
First.....	17	742	43.6	15	612	40.8
Second.....	18	667	37.0	18	633	35.1
Third.....	14	610	43.5	15	628	41.8
Fourth.....	16	628	39.2	16	588	36.6
Fifth.....	15	613	41.8	14	630	46.4
Sixth.....	14	580	41.4	15	562	37.4
Seventh.....	13	516	39.6	13	557	42.8
Eighth.....	12	433	37.7	12	478	39.8
Total.....	¹ 130	5,223	40.2	¹ 129	5,052	38.1
Sixth division:						
Kindergarten.....	6	234	39.0	5	178	35.6
First.....	12	523	43.5	13	490	37.6
Second.....	14	476	34.0	14	461	32.9
Third.....	12	484	40.3	12	466	38.8
Fourth.....	13	444	34.1	13	463	35.6
Fifth.....	10	459	45.9	10	467	46.7
Sixth.....	11	384	34.9	11	395	35.9
Seventh.....	8	370	46.2	8	356	44.5
Eighth.....	9	297	33.0	9	315	35.0
Total.....	95	3,671	38.6	95	3,591	37.8

¹ Including coaching teacher.

² Discontinued. See this report, p. 85.

Distribution of pupils by grades, and the average number per teacher based on the whole enrollment—Continued.

Grade.	First semester.			Second semester.		
	Schools.	Whole enrollment.	Average number of pupils per teacher.	Schools.	Whole enrollment.	Average number of pupils per teacher.
Seventh division:						
Kindergarten.....	4	163	40.7	4	148	37.0
First.....	12	525	43.7	12	486	40.5
Second.....	12	510	42.5	12	463	38.5
Third.....	11	486	44.1	11	485	44.0
Fourth.....	12	515	42.9	12	474	39.5
Fifth.....	11	497	45.1	11	492	44.7
Sixth.....	11	475	43.1	11	472	42.9
Seventh.....	9	391	43.4	10	444	44.4
Eighth.....	8	323	40.3	8	345	43.1
Total.....	90	3,885	43.1	91	3,803	41.7
Eighth division:						
Kindergarten.....	7	259	37.0	7	242	34.5
First.....	12	577	48.0	13	542	41.6
Second.....	16	513	32.0	15	489	32.6
Third.....	12	515	42.9	12	506	42.1
Fourth.....	12	482	40.1	12	475	39.5
Fifth.....	11	411	37.3	11	416	37.8
Sixth.....	8	327	41.7	8	328	41.0
Seventh.....	8	289	36.1	8	289	36.1
Eighth.....	6	217	36.1	6	214	35.6
Total.....	92	3,590	39.0	92	3,517	38.2
Ninth division:						
Kindergarten.....	5	200	40.0	5	186	37.2
First.....	12	580	48.3	12	546	45.5
Second.....	13	512	39.3	13	484	37.2
Third.....	11	478	45.2	11	500	45.4
Fourth.....	12	516	43.0	12	494	41.1
Fifth.....	9	470	52.2	10	472	47.2
Sixth.....	11	413	37.5	10	451	45.1
Seventh.....	9	325	36.1	9	328	36.4
Eighth.....	7	258	36.8	7	280	40.0
Total.....	89	3,772	42.3	89	3,741	42.0
Tenth division:						
Kindergarten.....	8	325	40.6	8	306	38.2
First.....	15	782	52.1	15	659	43.9
Second.....	17	597	35.1	17	553	32.5
Third.....	11	477	43.3	11	448	40.7
Fourth.....	13	467	35.9	13	471	36.2
Fifth.....	11	414	37.6	11	428	39.8
Sixth.....	9	357	39.6	9	359	39.8
Seventh.....	7	304	43.4	7	307	43.8
Eighth.....	8	278	34.7	8	266	33.2
Total.....	99	4,001	40.4	99	3,807	38.4
Eleventh division:						
Kindergarten.....	6	254	42.3	6	225	37.5
First.....	18	865	48.0	18	727	40.3
Second.....	18	624	35.2	18	608	33.7
Third.....	15	647	43.1	15	610	40.6
Fourth.....	13	624	48.0	13	603	46.3
Fifth.....	10	427	42.7	10	442	44.2
Sixth.....	10	377	37.7	10	366	36.6
Seventh.....	10	308	30.8	10	317	31.7
Eighth.....	7	256	36.5	7	261	37.2
Total.....	¹ 108	4,392	40.6	¹ 108	4,178	38.6
Twelfth division:						
Kindergarten.....	6	244	40.6	6	226	37.6
First.....	15	704	46.9	15	582	38.8
Second.....	14	526	37.5	14	500	35.7
Third.....	11	482	43.8	11	469	42.6
Fourth.....	14	480	34.2	14	482	34.4
Fifth.....	7	386	55.1	8	376	47.0

¹ Includes coaching teacher.

Distribution of pupils by grades, and the average number per teacher based on the whole enrollment—Continued.

Grade.	First semester.			Second semester.		
	Schools.	Whole enrollment.	Average number of pupils per teacher.	Schools.	Whole enrollment.	Average number of pupils per teacher.
Twelfth division—continued.						
Sixth.....	8	305	38.1	7	288	41.1
Seventh.....	9	267	29.6	9	284	31.5
Eighth.....	5	170	34.0	5	185	37.0
Total.....	89	3,564	40.0	89	3,392	38.1
Thirteenth division:						
Kindergarten.....	8	302	37.7	8	288	36.0
First.....	15	765	51.0	15	609	40.6
Second.....	19	577	30.3	19	561	29.5
Third.....	12	501	41.7	12	446	37.1
Fourth.....	13	460	35.3	13	466	35.8
Fifth.....	11	410	37.2	11	397	36.0
Sixth.....	9	325	36.1	9	326	36.2
Seventh.....	7	226	32.2	7	232	33.1
Eighth.....	6	180	30.0	6	192	32.0
Total.....	100	3,746	37.4	100	3,517	35.1
Ungraded:						
First nine divisions—						
Atypical.....	10	120	12.0	11	128	10.6
Incorrigible.....	7	101	14.4	7	122	17.4
Total.....	17	221	13.0	18	250	13.8
Tenth-Thirteenth divisions—						
Atypical.....	5	72	14.4	6	91	15.1
Incorrigible.....	3	81	27.0	3	84	28.0
Total.....	8	153	19.1	9	175	19.4

CONDITION OF BUILDINGS.

Heat, light, and ventilation of buildings.

FIRST DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owmed or rented.
Adams.....	Furnace	Excellent.	Good.....	Excellent.	Good.....	Insufficient	Owmed.
Addison.....	do.	do.	Fair.....	do.	Excellent.	Poor.....	Do.
Berret.....	do.	Good.....	Good.....	do.	Insufficient	Insufficient	Do.
Brown, Elizabeth V.....	do.	Excellent.	do.	do.	Excellent.	Excellent.	Do.
Brown, portable.....	do.	do.	Poor.....	Poor.....	None.....	Small.....	Do.
Conduit Road.....	Stove	do.	do.	do.	do.	Fair.....	Do.
Corcoran.....	Furnace	do.	Fair.....	Excellent.	Excellent.	Excellent.	Do.
Curtis.....	Steam.	do.	do.	do.	do.	do.	Do.
Dennison.....	do.	do.	Good.....	do.	do.	do.	Do.
Eaton.....	Furnace	do.	Excellent.	do.	do.	do.	Do.
Fillmore.....	do.	do.	do.	do.	do.	do.	Do.
Fore.....	Steam.	do.	do.	do.	do.	Good.....	Do.
Hyde.....	Furnace	do.	do.	do.	do.	Fair.....	Do.
Industrial Home.....	Steam.	do.	Good.....	do.	do.	do.	Do.
Jackson.....	Furnace	do.	do.	do.	Poor.....	Excellent.	(?)
Reservoir.....	do.	do.	Fair.....	do.	Excellent.	Good.....	Owmed.
Tenley.....	Steam.	do.	do.	do.	Poor.....	Excellent.	Do.
Tenley annex.....	Stoves.	do.	do.	do.	do.	do.	Do.
Threlkeld.....	Furnace	do.	Poor.....	Poor.....	Poor.....	Fair.....	Do.

¹ Used for one kindergarten.

² Neither owned nor rented.

SECOND DIVISION.

(This division was discontinued by name at the end of the first semester of the school year 1915-16 and the buildings therein included in other divisions under whose supervision they were placed.)

THIRD DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Brightwood.	Steam.	Excellent.	Fair.	Excellent.	Poor ¹ .	Fair ² .	Owned.
Brightwood Park.	Furnace and gas engine.	do.	Excellent.	do.	Very good.	Good.	Do.
Cooke.	Furnace.	do.	do.	do.	Excellent.	Excellent.	Do.
Hubbard.	Furnace and fan.	do.	do.	do.	do.	do.	Do.
Johnson.	Furnace.	do.	Poor.	do.	Good.	do.	Do.
Mottae.	do.	do.	Excellent.	do.	(³)	do.	Do.
Morgan.	do.	do.	do.	do.	Excellent.	do.	Do.
Park View.	do.	do.	do.	do.	Good.	do.	Do.
Petworth.	Furnace and fan.	do.	do.	do.	Excellent.	Good.	Do.
Petworth, portable.	Furnace.	do.	do.	do.	do.	do.	Do.
Petworth, portable, No. 2.	do.	do.	do.	do.	do.	do.	Do.
SF Shepherd Street NW.	do.	do.	Poor.	do.			Rented.
Powell.	Furnace and fan.	do.	Excellent.	do.	Excellent.	Excellent.	Owned.
Ross.	Steam.	do.	do.	do.	do.	do.	Do.
Takoma.	Furnace and fan.	do.	do.	do.	do.	Good ⁴ .	Do.
Takoma Parish Hall.	Furnace.	Good.	Good.	Good.	None.		Rented.
West.	do.	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Owned.
West, portable.	do.	Good.	Good.		None.		Do.
Wilson Normal.	Steam.	Admirable.	Admirable.	Admirable.	Admirable.	Admirable.	Do.
Woodburn.	Furnace.	Excellent.	Good.	Poor.	Excellent.	Excellent.	Do.

FOURTH DIVISION.

Franklin.	Steam.	Excellent.	Fair.	Good.	Good.	Fair.	Owned.
Henry.	do.	do.	do.	do.	{Boys', poor. Girls', good ⁶ }	Excellent.	Do.
Morse.	Furnace.	do.	Good.	Excellent.	Fair.	Good.	Do.
Poli.	do.	do.	do.	do.	Good.	Girls', small.	Do.
Thomson.	do.	do.	Excellent.	do.	Excellent.	Excellent.	Do.
Weoster.	Steam.	do. ⁷	Good.	do.	do.	None.	Do.

FIFTH DIVISION.

Abbot.	Furnace and hot water.	Excellent ⁸ .	Fair.	Good.	None.	Parking.	Owned.
Arthur.	Furnace.	Excellent.	Good.	Excellent.	Excellent.	Good.	Do.
Blake.	do.	do.	do.	do.	do.	Small.	Do.
Brookland.	Steam.	do. ⁹ .	do.	do.	do. ¹⁰ .	Good.	Do.
Cleveland.	Furnace.	do.	Excellent.	do.	Good.	do.	Do.
Eckington.	do.	do.	do.	do.	Excellent.	(11)	Do.
Emery.	Steam.	do.	Good.	do.	do.	(12)	Do.
Gage.	Furnace.	do.	Excellent.	do.	Good.	Small.	Do.
Gales.	Steam.	do.	do.	do.	Fair.	Parking.	Do.
Langdon.	Furnace.	do.	do.	do.	Excellent.	(11)	Do.
Seaton.	Steam.	do.	Fair.	do.	Good.	Good.	Do.

¹ The basement floors of this building are brick; should be concrete; are insanitary.

² Concrete driveway should be built from the gate to the coal chute.

³ Old part, fair; new part, excellent.

⁴ Excellent in size; needs proper grading and drainage.

⁵ Southwest rooms poor.

⁶ Too small.

⁷ Poor in four rooms; fair in two rooms; satisfactory in six rooms.

⁸ Six rooms, excellent; three, good.

⁹ Except in four rooms.

¹⁰ Inconvenient access to one playroom.

¹¹ Insufficient.

Heat, light, and ventilation of buildings—Continued.

FIFTH DIVISION—Continued.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Twining.....	Furnace..	Excellent.	Fair.....	Excellent.	Good.....	Girls', excellent; boys', good.	Owned.
2014 Franklin Street NE. ¹	do.....	Good.....	Good.....	Good.....	.....	.....	Rented.
212 H Street NW. ²	Hot water.	Fair.....	do.....	Very good.	None.....	None.....	Do.

SIXTH DIVISION.

Benning.....	Steam.....	Excellent.	Good.....	Poor.....	Excellent.	Good.....	Owned.
Blair.....	Furnace.....	do.....	do.....	Excellent.	do.....	Ample.....	Do.
Blow.....	do.....	do.....	Excellent.	do.....	do.....	Excellent.	Do.
Haves.....	do.....	do.....	do.....	do.....	do.....	(³).....	Do.
Kenilworth.....	do.....	do.....	do.....	do.....	do.....	Good.....	Do.
Ludlow.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Madison.....	do.....	do.....	Fair.....	do.....	do.....	do.....	Do.
Pierce.....	do.....	do.....	do.....	do.....	do.....	Small.....	Do.
Taylor.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Webb.....	do.....	do.....	Excellent.	do.....	do.....	(⁴).....	Do.
Wheatley.....	do.....	do.....	do.....	do.....	do.....	Good.....	Do.
Wheatley portable No. 1.	do.....	Good.....	Fair.....	do.....	None.....	None.....	Do.
Wheatley portable No. 2.	do.....	Excellent.	do.....	do.....	do.....	do.....	Do.
Northeast Industrial. ⁴	do.....	do.....	Poor.....	Good.....	do.....	Ample.....	Rented.
1201 K Street NE. ⁵	do.....	do.....	Good.....	do.....	do.....	do.....	Do.

SEVENTH DIVISION.

Brent.....	Furnace.....	Excellent.	Good.....	Excellent.	Good.....	Ample.....	Owned.
Carbery.....	do.....	do.....	do.....	do.....	Fair.....	Small.....	Do.
Dent.....	Steam.....	do.....	Excellent.	do.....	Excellent.	Ample.....	Do.
Edmonis.....	Furnace.....	do.....	do.....	do.....	do.....	do.....	Do.
French. ⁴	do.....	do.....	do.....	do.....	None.....	None.....	Do.
Hilton.....	do.....	do.....	do.....	do.....	Excellent.	Small.....	Do.
Mauzy.....	do.....	do.....	Good.....	do.....	Good.....	Fair.....	Do.
Peabody.....	Steam.....	do.....	do.....	do.....	do.....	Small.....	Do.
Towers.....	Furnace.....	do.....	do.....	do.....	Fair.....	Ample.....	Do.
Wallach.....	Steam.....	do.....	do.....	do.....	Good.....	do.....	Do.
646 Massachusetts Avenue NE. ⁵	Stoves.....	Good.....	Fair.....	do.....	None.....	None.....	Rented.

EIGHTH DIVISION.

Amidon.....	Furnace.....	Excellent.	Excellent.	Excellent.	Good.....	Small.....	Owned.
Bowen, Sayles J.	Steam.....	(³).....	do.....	do.....	do.....	Excellent.	Do.
Bradley.....	Furnace.....	Excellent.	Good.....	do.....	Small.....	Small.....	Do.
Fairbrother.....	do.....	do.....	Excellent.	do.....	Excellent.	Excellent.	Do.
Grant.....	Steam.....	do.....	Good.....	do.....	Small.....	Good.....	Do.
Greenleaf.....	Furnace.....	do.....	Excellent.	do.....	do.....	Small.....	Do.
Jefferson.....	Steam.....	do.....	do.....	Good.....	Excellent.	Excellent.	Do.
Smallwood. ⁷	Furnace.....	do.....	Good.....	Excellent.	None.....	Good.....	Do.
Toner.....	do.....	do.....	Excellent.	do.....	Excellent.	do.....	Do.
Van Ness.....	do.....	do.....	do.....	do.....	do.....	Excellent.	Do.
Weightman.....	do.....	do.....	do.....	do.....	Good.....	do.....	Do.
730 Twenty-fourth Street NW.	Stoves.....	Good.....	Poor.....	Good.....	None.....	Ample.....	Rented.

¹ Used for cooking school.² Used for manual training, cooking, and cutting and fitting classes.³ Insufficient.⁴ Used for manual training, cooking, and cutting and fitting.⁵ Used for manual training and cooking.⁶ Except in manual training room.⁷ Used for a vocational school.

Heat, light, and ventilation of buildings—Continued.

NINTH DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Bryan and portable.	Furnace..	Good.....	Excellent.	Excellent.	Excellent..	Good.....	Owned.
Buchanan.	do.....	do.....	Good.....	do.....	Good.....	do.....	Do.
Congress Heights.	Steam.....	do.....	Excellent.	do.....	do.....	Excellent..	Do.
Cranch.	do.....	do.....	Fair.....	do.....	do.....	Small.....	Do.
Ketcham.	Furnace..	do.....	Excellent.	do.....	do.....	Excellent..	Do.
Lenox.	do.....	do.....	Good.....	do.....	do.....	Small.....	Do.
Orr.	do.....	do.....	do.....	do.....	do.....	Good.....	Do.
Randle Highlands.	do.....	Excellent.	Excellent.	do.....	Excellent..	Excellent..	Do.
Stanton.	do.....	Good.....	Good.....	Poor ¹	Good.....	Good.....	Do.
Tyler.	do.....	do.....	do.....	Excellent.	do.....	Small.....	Do.
Van Buren.	do.....	do.....	do.....	do.....	do.....	Fair.....	Do.
Van Buren Annex.	Stoves....	Fair.....	Poor.....	do.....	None.....	Parking..	Do.

TENTH DIVISION.

Briggs.	Furnace..	Excellent.	Good ²	Excellent.	Excellent..	Excellent..	Owned.
Chain Bridge Road.	Stoves....	do.....	Poor.....	Poor.....	None.....	Good.....	Do.
Garrison.	Furnace..	do.....	Good.....	Excellent.	Excellent..	Fair.....	Do.
Garrison portable.	do.....	do.....	Poor.....	do.....	do.....	do.....	Do.
Magruder.	do.....	do.....	Good.....	do.....	do.....	Ample.....	Do.
Montgomery.	do.....	do.....	Excellent.	do.....	do.....	do.....	Do.
Phillips.	do.....	do.....	Good.....	do.....	do.....	Excellent..	Do.
Reno.	do.....	do.....	do.....	do.....	Poor.....	do.....	Do.
Stevens.	Steam.....	do.....	Fair.....	Good.....	do.....	Extremely small.	Do.
Sumner.	do.....	do.....	do. ²	Excellent.	do.....	Ample.....	Do.
Wilson.	Furnace..	do.....	Good ²	Good.....	Excellent..	Poor.....	Do.
Wormley.	do.....	do.....	Excellent.	Excellent.	do.....	Limited....	Do.
1606 M Street NW. ³	Steam.....	Fair.....	Fair.....	Good.....	None.....	None.....	Rented.

ELEVENTH DIVISION.

Bruce.	Furnace..	Excellent.	Excellent.	Good.....	Excellent..	Good.....	Owned.
Bunker Hill Road.	do.....	do.....	Good.....	do.....	do.....	do.....	Do.
Cook.	Stove and furnace.	do.....	do.....	do.....	None.....	do.....	Do.
Cook Annex, 433 O Street NW.	Latrobe..	Fair.....	Fair.....	Fair.....	do.....	do.....	Rented.
Fort Slocum.	Stoves....	Good.....	Poor.....	Poor.....	do.....	do.....	Owned.
Fort Slocum portable.	Furnace..	do.....	Good.....	do.....	do.....	do.....	Do.
Garnet.	Steam.....	Excellent.	Poor.....	Excellent.	Fair.....	Poor.....	Do.
Langston.	Furnace..	Fair.....	Excellent.	do.....	do.....	Good.....	Do.
Military Road.	Steam.....	Excellent.	Good.....	do.....	Excellent..	Excellent..	Do.
Mo't.	Furnace..	do.....	Fair.....	do.....	Good.....	Fair.....	Do.
Orphans' Home.	do.....	do.....	do.....	Good.....	None.....	Good.....	(⁴)
Patterson.	do.....	Good.....	do.....	Excellent.	Fair.....	Poor.....	Owned.
Phelps.	do.....	Fair.....	do.....	Good.....	None.....	Good.....	Do.
Slater.	do.....	Excellent.	do.....	Excellent.	Fair.....	Poor.....	Do.

TWELFTH DISTRICT.

Banne'er.	Furnace..	Excellent.	Excellent.	Excellent.	Damp.....	Poor.....	Owned.
Burrville.	Steam.....	Good.....	do.....	Poor.....	Excellent.	Fair.....	Do.
Crumwell.	Furnace..	Excellent.	do.....	Excellent.	do.....	Excellent.	Do.
Deanwood portable.	do.....	Good.....	Good.....	Poor.....	do.....	do.....	Do.
Deanwood.	do.....	Excellent.	do.....	do.....	Excellent.	Excellent.	Do.
Deanwood Annex, 4724 Sheriff Road.	Stoves....	Fair.....	Poor.....	do.....	None.....	Fair.....	Rented.
Douglass.	Steam.....	Excellent.	Excellent.	Excellent.	Excellent.	Poor.....	Owned.
Jones.	Furnace..	do.....	Good.....	do.....	do.....	do.....	Do.
Local.	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Lovejoy.	do.....	do.....	Excellent.	In a de-quate.	do.....	Small.....	Do.
Lovejoy portable.	do.....	Good.....	Good.....	do.....	None.....	None.....	Do.
Payne.	do.....	Excellent.	Excellent.	Excellent.	Excellent.	(⁵).....	Do.
Shinnons.	Steam.....	do.....	do.....	do.....	Good.....	Fair.....	Do.
Snothers.	Stoves....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Snothers Annex.	do.....	do.....	do.....	do.....	do.....	do.....	Do.

¹ Indicates outdoor closets.² A fan is needed.³ Used by cutting and fitting classes and cooking school.⁴ Neither owned nor rented.⁵ Boys', good; girls', small.

Heat, light, and ventilation of buildings—Continued.

THIRTEENTH DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Ambush.....	Furnace.....	Excellent.	Good.....	Excellent.	Excellent.	Small.....	Owned.
Bell.....	do.....	do.....	do.....	do.....	Fair.....	do.....	Do.
Bell Annex.....	do.....	Fair.....	Fair.....	Fair.....	None.....	do.....	Rented.
Birney.....	Steam.....	Excellent.	Excellent.	Good.....	Excellent.	Ample.....	Owned.
Bowen.....	Furnace.....	do.....	do.....	do.....	do.....	Small.....	Do.
Cardozo.....	do.....	do.....	do.....	do.....	do.....	Excellent.	Do.
Garfield.....	do.....	do.....	do.....	Poor.....	do.....	do.....	Do.
Giddings.....	do.....	do.....	Good.....	Excellent.	Fair.....	do.....	Do.
Lincoln.....	Steam.....	Fair.....	Fair.....	do.....	do.....	Small.....	Do.
Randall.....	Furnace.....	Excellent.	Good.....	Excellent.	None.....	do.....	Do.
Syphax.....	Steam.....	do.....	Excellent.	Good 1.	Good.....	Good.....	Do.
Syphax Annex, Rehoboth Chapel, First Street between N and O Streets SW. ²	Furnace.....	do.....	Fair.....	do.....	None.....	None.....	Rented.

UNGRADED SCHOOLS, 1-9 DIVISIONS.

Atypical and special:							
25 Fifth Street SE.	Steam.....	Good.....	Fair.....	Fair.....	None.....	Small.....	Rented.
Hamilton.....	Stoves.....	do.....	do.....	Poor.....	do.....	Good.....	Owned.
1322 Maryland Avenue NE.	Furnace.....	do.....	do.....	Good.....	do.....	do.....	Rented.
Morse.....	(3)						Owned.
810 Sixth Street SW.	Steam.....	Good.....	Poor.....	Fair.....	Small.....	Good.....	Rented.
1407 Thirty-third Street NW.	Latrobes..	Fair.....	Fair.....	do.....	Fair.....	Fair.....	Do.
Ungraded:							
Curtis.....	(4)						Owned.
Gales.....	(5)						Do.
Morse.....	(3)						Do.
Tenley Annex..	Stoves.....	Good.....	Fair.....	(4)	None.....	(4)	Do.

UNGRADED SCHOOLS, 10-13 DIVISIONS.

Atypical and special:							
Cardozo.....	(6)						Owned.
Harrison.....	Furnace.....	Good.....	Good.....	Excellent.	Good.....	Small.....	Do.
Lincoln.....	(6)						Do.
Phelps.....	(7)						Do.
Simmons.....	(8)						Do.
Stevens.....	(9)						Do.
Ungraded:							
Douglass.....	(8)						Do.
Randall.....	(6)						Do.
Stevens.....	(9)						Do.

¹ But congested.² Used for graded school.³ See fourth division.⁴ See first division.⁵ See fifth division.⁶ See thirteenth division.⁷ See eleventh division.⁸ See twelfth division.⁹ See tenth division.

GROWTH OF SCHOOLS.

Average enrollment of pupils in the white and colored schools, and the number of teachers employed for each year since 1880.

School year ending June 30—	Average enrollment.				Teachers.		
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.	
1880.....	15,072		6,573		21,600		434
1881.....	15,494	3.19	6,567	0.09	22,061	2.13	461
1882.....	16,063	3.60	6,763	2.98	22,826	3.46	485
1883.....	16,324	2.80	7,070	4.53	23,394	3.36	505
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525
1885.....	17,468	4.90	7,689	6.42	25,157	5.40	553
1886.....	18,720	7.10	8,191	6.52	26,911	6.97	595
1887.....	19,285	3.00	8,448	3.13	27,733	3.05	620
1888.....	19,762	2.49	8,791	4.06	28,553	2.95	654
1889.....	20,477	3.60	9,088	3.37	29,565	3.54	683
1890.....	21,077	2.90	9,289	2.21	30,366	2.70	745
1891.....	21,599	2.60	9,702	4.25	31,301	3.07	795
1892.....	22,264	3.00	9,942	2.47	32,206	2.89	845
1893.....	22,395	.59	10,097	1.56	32,492	.89	805
1894.....	23,483	4.85	10,141	.43	33,624	3.48	942
1895.....	23,798	1.32	10,046	1.94	33,844	.65	991
1896.....	24,347	2.26	10,296	2.48	34,643	2.36	1,031
1897.....	25,261	3.75	10,420	1.20	35,681	2.99	1,071
1898.....	25,243	3.88	10,578	1.51	35,821	3.19	1,107
1899.....	25,742	1.90	10,171	3.84	36,913	.25	1,159
1900.....	27,637	3.34	10,474	2.97	38,111	3.24	1,226
1901.....	28,741	3.99	10,660	1.77	39,401	3.38	1,283
1902.....	29,648	3.15	11,010	3.29	40,658	3.19	1,323
1903.....	29,846	.66	10,959	1.46	40,805	.36	1,371
1904.....	30,653	2.70	11,477	4.71	42,130	3.24	1,425
1905.....	30,566	3.54	13,844	20.62	43,410	3.03	1,478
1906.....	30,064	1.68	13,921	.55	43,985	1.32	1,536
1907.....	30,747	2.27	14,847	6.65	45,594	3.65	1,575
1908.....	31,167	1.34	14,921	.49	46,088	1.07	1,583
1909.....	31,985	2.62	14,966	.30	46,951	1.87	1,628
1910.....	32,336	1.09	15,106	.92	47,442	1.04	1,684
1911.....	32,822	1.50	15,674	3.76	48,496	2.22	1,720
1912.....	33,658	2.54	15,578	1.61	49,236	1.52	1,737
1913.....	33,768	.32	15,689	.71	49,457	.44	1,739
1914.....	34,051	.83	15,610	1.50	49,661	.41	1,742
1915.....	35,234	3.37	15,838	1.46	51,062	2.82	1,766
1916.....	36,505	3.63	16,191	2.22	52,696	3.20	1,787
1917.....	36,556	.13	16,132	1.36	52,688	1.15	1,831

¹ Decrease.

² Includes kindergarten teachers.

³ Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.

⁴ See note 3.

Thirty-two officers, librarians, and clerks, counted as teachers for 1906-7, and who were afterwards specifically eliminated as such, make a net increase of 40 teachers for 1907-8.

Amount expended for rent and sites and buildings each year from the year 1880 to 1917, inclusive.

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24	1899.....	\$13,420.00	\$72,127.86
1881.....	26,506.11	103,416.91	1900.....	13,968.00	71,807.43
1882.....	26,472.57	253,609.73	1901.....	15,092.31	295,308.09
1883.....	14,805.33	103,141.47	1902.....	15,641.73	398,000.00
1884.....	8,742.50	103,563.94	1903.....	14,131.50	234,944.00
1885.....	7,060.00	118,400.00	1904.....	14,193.50	180,300.00
1886.....	6,919.66	61,130.04	1905.....	14,236.00	179,713.00
1887.....	7,354.00	73,085.34	1906.....	25,218.50	190,800.00
1888.....	10,215.41	239,150.77	1907.....	17,484.24	271,158.32
1889.....	14,832.00	332,312.44	1908.....	25,881.48	378,831.60
1890.....	10,000.00	230,467.39	1909.....	19,155.58	698,791.81
1891.....	9,892.60	229,078.00	1910.....	27,097.00	541,141.42
1892.....	9,602.00	229,344.47	1911.....	22,084.50	815,103.05
1893.....	9,951.25	12,270.36	1912.....	20,637.25	686,186.86
1894.....	9,825.50	66,930.60	1913.....	16,708.33	330,413.54
1895.....	9,648.00	66,498.91	1914.....	14,408.50	265,555.61
1906.....	14,736.50	185,691.12	1915.....	11,825.00	621,909.24
1907.....	14,188.00	182,514.26	1916.....	11,461.00	1,005,750.92
1908.....	14,934.00	130,669.00	1917.....	18,741.36	424,360.58

Attendance of white pupils in the public schools of the District of Columbia, 1916-17.

FIRST SEMESTER REPORT, ENDING JAN. 31, 1917.

	Elementary.			Secondary.			Normal.			Vocational.			Grand total.		
	Male.		Total.	Male.		Total.	Male.		Total.	Male.		Total.	Male.		Total.
	Female.	Male.		Female.	Male.		Female.	Male.		Female.	Male.		Female.	Male.	
12. Number belonging on the last school day last report.....															
1. Entries from last semester on first day this semester.....	13,665	13,393	27,058	2,357	2,601	4,958	1	156	157	69	71	140	16,122	16,221	32,343
2. Entries from last semester since first day this semester.....	688	605	1,293	63	54	117	.....	4	4	1	4	5	759	667	1,417
3. Reentry those temporarily discharged.....	4,200	4,448	8,648	379	379	758	.....	9	9	11	17	28	4,330	4,833	9,443
4. Entries by transfer from other Washington public schools and from self.....	1,226	1,045	2,271	45	27	72	.....	.....	.....	1	.....	1	1,272	1,072	2,344
5. Entries from private schools.....	178	155	333	29	43	72	.....	.....	.....	1	1	2	207	199	406
6. Entries from all other sources.....	2,637	2,711	5,348	102	146	248	.....	11	11	3	1	4	2,742	2,869	5,611
A. Total number admitted.....	22,022	22,357	44,379	2,975	3,250	6,225	1	180	181	85	94	179	25,683	25,881	51,564
7. Temporary discharges.....	4,915	5,161	10,076	400	472	932	.....	10	10	11	18	29	5,386	5,664	11,050
8. Transferred to other Washington public schools and to self.....	1,069	1,009	2,078	24	43	67	.....	.....	.....	2	5	7	1,195	1,027	2,222
9. Discharged to private schools.....	45	47	92	14	21	35	.....	.....	.....	.....	.....	.....	69	88	157
10. Discharged to work.....	105	48	153	88	30	127	.....	.....	.....	2	.....	2	135	87	282
11. Discharged for any other cause.....	286	320	606	72	76	148	.....	8	8	2	.....	2	360	404	764
B. Total number discharged.....	6,530	6,608	13,138	635	621	1,270	.....	18	18	17	23	40	7,205	7,270	14,475
12. Number belonging on the last school day this report.....	16,092	15,749	31,841	2,317	2,629	4,946	1	162	163	68	71	139	18,478	18,611	37,089
V. Number of sessions school open.....	158	158	158	158	158	158	.....	158	158	158	158	158	158	158	158
13. Total number belonging (total for all sessions).....	2,531,298	2,481,957	5,013,195	383,933	431,940	815,393	158	26,054	26,212	10,857	11,082	21,939	2,931,186	2,950,733	5,881,939
14. Total number present (total for all sessions).....	2,404,274	2,315,800	4,720,074	396,917	409,268	776,185	158	25,519	25,677	10,296	10,549	20,845	2,781,645	2,791,136	5,572,781
15. Total number absent (total for all sessions).....	131,964	133,157	265,121	17,016	22,392	39,408	.....	335	335	561	533	1,094	149,541	159,617	309,158
16. Total number times tardy (total for all sessions).....	9,430	7,175	16,605	4,244	3,755	7,999	.....	113	113	26	9	35	13,500	10,932	24,432

[illegible]

Summary of attendance of white and colored pupils in the public schools of the District of Columbia, 1916-17.

SECOND SEMESTER REPORT, ENDING JUNE 30, 1917.

	Elementary.			Secondary.			Normal.			Vocational.			Grand total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
12. Number belonging on the last school day last report.....															
1. Entries from last semester on first day this semester.....	21,786	22,351	44,137	3,262	4,011	7,273	14	280	304	135	230	365	25,197	26,882	52,079
2. Entries from last semester since first day this semester.....	1,172	1,208	2,380	57	48	105		1	1	5	22	27	1,234	1,304	2,538
3. Reentry those temporarily discharged.....	8,745	8,845	17,588	697	982	1,395	2	30	32	25	40	65	9,467	9,807	19,364
4. Entries by transfer from other Washington public schools and from self.....	1,199	1,077	2,276	27	22	49				19	26	45	1,245	1,125	2,370
5. Entries from private schools.....	43	37	80	19	3	22							62	40	102
6. Entries from all other sources.....	1,034	1,021	2,055	46	53	99				1	5	6	1,091	1,079	2,170
A. Total number admitted.....	33,977	34,544	68,521	4,118	5,139	9,257	16	321	337	185	323	508	38,296	40,327	78,623
7. Temporary discharges.....	10,570	10,477	21,047	983	1,246	2,239	4	36	40	46	64	110	11,613	11,823	23,436
8. Transferred to other Washington public schools and to self.....	1,224	1,133	2,357	20	26	46				2	35	37	1,246	1,214	2,460
9. Discharged to private schools.....	38	42	80	10	22	32				1	1	2	49	65	114
10. Discharged to work.....	306	104	410	465	191	656				6	12	18	801	307	1,108
11. Discharged for any other cause.....	869	846	1,715	165	188	353		20	20	2	10	12	1,036	1,004	2,100
B. Total number discharged.....	13,091	12,604	25,695	1,653	1,674	3,327	4	56	60	57	122	179	14,805	14,456	29,261
12. Number belonging on the last school day this report.....	20,886	21,940	42,826	2,465	3,465	5,930	12	265	277	128	201	329	23,491	25,871	49,362
V. Number of sessions school open.....	177	177	177	177	177	177	176	176	176	178	178	178	177	177	177
13. Total number belonging (total for all sessions).....	3,848,325	3,981,450	7,829,775	5,229,672	401,204	670	2,395	49,405	52,000	24,311	39,103	63,414	4,407,300	4,742,559	9,149,859
14. Total number present (total for all sessions).....	3,583,480	3,711,359	7,294,839	497,805	623,841	1,121,646	2,317	48,086	50,403	22,046	35,847	57,893	4,105,657	4,419,133	8,524,790
15. Total number absent (total for all sessions).....	264,836	270,091	534,927	34,464	48,560	83,024	78	1,519	1,597	2,265	3,256	5,521	301,643	323,426	625,069
16. Total number times tardy (total for all sessions).....	12,939	9,492	22,431	5,800	6,126	11,926		145	145	30	40	70	18,781	15,803	34,584
17. Whole number pupils enrolled.....	24,010	24,546	48,556	3,401	4,131	7,532	14	291	305	158	248	406	27,583	29,216	56,799

13. Average number belonging.....	21,741.9	22,494.1	41,296.0	3,007.1	3,798.9	6,806.0	13.6	281.8	295.4	136.5	219.7	356.2	24,900.0	25,794.1	51,694.1
14. Average attendance.....	20,245.7	20,988.1	41,213.8	2,812.4	3,524.5	6,336.9	13.1	273.2	286.3	123.8	201.4	325.2	23,195.8	24,906.8	48,102.6
15. Average absence.....	1,416.2	1,526.0	3,022.2	194.7	274.4	469.1	.4	8.6	9.0	12.7	18.3	31.0	1,704.2	1,827.3	3,531.5
I. Per cent of attendance.....	93.1	93.2	93.2	95.3	92.8	93.1	96.7	96.9	96.9	90.7	91.7	91.3	93.2	93.2	93.2
II. Per cent of absence.....	6.9	6.8	6.8	4.7	7.2	6.9	3.3	3.1	3.1	.3	8.3	8.7	6.8	6.8	6.8
18. Number pupils (less transfers) enrolled each report second semester and not enrolled in any public school in Washington first semester.....	1,077	1,058	2,135	75	56	131	16	321	337	185	323	508	1,153	1,119	2,272
Y. No. A of this report + No. 17 of last report.....	33,977	34,544	68,521	4,118	5,139	9,257	2	30	32	27	75	102	38,296	40,327	78,623
Z. No 3 of this report + No. 8 of this report....	9,967	9,988	19,965	717	1,008	1,725	2	30	32	27	75	102	10,713	11,111	21,824

Attendance of white pupils in the public schools of the District of Columbia, 1916-17.

SECOND SEMESTER REPORT, ENDING JUNE 30, 1917.

	Elementary.			Secondary.			Normal.			Vocational.			Grand total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
12. Number belonging on the last school day last report.....															
1. Entries from last semester on first day this semester.....	15,381	15,038	30,439	2,577	2,927	5,504	1	157	158	69	76	145	18,028	18,218	36,246
2. Entries from last semester since first day this semester.....	705	735	1,440	30	22	52				3	4	7	738	766	1,504
3. Reentry those temporarily discharged.....	6,718	6,898	13,616	507	699	1,206		16	16	21	19	40	7,276	7,632	14,908
4. Entries by transfer from other Washington public schools and from self.....	932	822	1,754	25	19	44				1	1	2	958	842	1,800
5. Entries from private schools.....	40	36	76	14	1	15							54	37	91
6. Entries from all other sources.....	816	782	1,598	39	47	86					2	2	865	831	1,696
A. Total number admitted.....	21,022	24,336	45,358	3,202	3,715	6,917	1	173	174	94	102	196	27,919	28,326	56,245
7. Temporary discharges.....	7,974	8,020	15,994	630	818	1,448		19	19	24	19	43	8,028	8,876	17,504
8. Transferred to other Washington public schools and to self.....	927	879	1,806	18	21	39				1	2	3	946	902	1,848
9. Discharged to private schools.....	31	34	65	10	22	32							41	56	97
10. Discharged to work.....	314	396	710	435	182	617				5	2	7	754	266	1,020
11. Discharged for any other cause.....	649	645	1,294	148	179	327		18	18			2	797	844	1,641
B. Total number discharged.....	9,865	9,642	19,507	1,241	1,223	2,464		37	37	30	25	55	11,106	10,927	22,033
12. Number belonging on the last school day this report.....	11,727	11,694	23,421	1,961	2,492	4,453	1	136	137	64	77	141	16,753	17,399	34,152
V. Number of sessions school open.....	177	177	177	177	177	177		174	174	178	178	178	177	177	177
13. Total number belonging (total for all sessions).....	2,721,212	2,679,019	5,400,231	421,377	488,233	909,610		174	26,043	26,217	11,753	13,427	25,180	3,157,746	3,206,752
14. Total number present (total for all sessions).....	2,538,409	2,490,732	5,029,141	396,655	454,651	851,306		174	25,140	25,314	11,058	12,807	23,925	2,946,299	3,002,982
15. Total number absent (total for all sessions).....	185,833	188,317	374,150	24,922	34,182	59,104			903	903	695	540	1,255	211,450	223,962
16. Total number times tardy (total for all sessions).....	10,459	7,296	17,755	4,727	4,739	9,466			125	125	15	13	15,201	12,143	27,344
17. Whole number pupils enrolled.....	16,947	16,539	33,486	2,677	2,995	5,672	1	157	158	72	81	153	19,697	19,792	39,489

13. Average number belonging.....	15,391.2	15,135.8	30,527.0	2,384.8	2,758.3	5,110.1	1.0	119.6	150.6	66.0	75.4	141.4	17,840.2	18,117.2	35,957.6
14. Average attendance.....	16,341.3	14,071.9	28,413.2	2,241.0	2,565.2	4,805.2	1.0	141.3	115.3	65.0	72.3	124.4	16,645.8	16,851.9	33,497.7
15. Average absence.....	1,049.9	1,083.9	2,113.8	110.8	193.1	333.9	.....	3.1	3.1	3.9	3.1	7.0	1,194.6	1,265.3	2,459.9
16. Per cent of attendance.....	93.2	94.0	93.1	91.0	94.0	93.5	100.0	95.5	96.6	94.1	95.8	95.0	93.3	93.0	93.2
17. Per cent of absence.....	6.8	7.0	6.9	6.0	7.0	6.5	.....	3.5	3.4	5.9	4.2	5.0	6.7	7.0	6.8
18. Number pupils (less transfers) enrolled each report, second semester, and not enrolled in any public school in Washington, first semester.....	856	818	1,674	63	48	111	.....	.....	.....	.....	2	2	919	868	1,787
Y. No. A of this report + No. 17 of last report.....	24,622	24,336	48,958	3,202	3,715	6,017	1	173	174	94	102	196	27,919	28,326	56,245
Z. No. 3 of this report + No. 8 of this report.....	7,675	7,777	15,452	525	720	1,245	.....	16	16	22	21	43	8,222	8,534	16,756

13. Average number belonging.....	6,350.7	7,358.2	13,708.9	625.4	1,040.4	1,665.8	12.4	132.4	144.8	70.5	144.2	214.7	7,059.6	8,674.9	15,336.5
14. Average attendance.....	5,904.4	6,806.2	12,800.6	571.5	959.2	1,530.7	12.0	128.3	143.9	67.7	129.1	194.8	6,550.1	8,114.9	14,665.0
15. Average absence.....	446.3	462.0	908.3	53.9	81.2	135.1	96.5	97.4	33.9	8.8	15.1	23.9	500.5	562.0	1,071.5
16. I. Per cent of attendance.....	93.0	93.7	93.4	91.4	92.2	91.0	96.5	97.3	97.3	87.5	89.5	88.8	92.8	93.5	93.2
17. II. Per cent of absence.....	7.0	6.3	6.6	8.6	7.8	8.1	3.5	2.6	2.7	12.5	10.5	11.2	7.2	6.5	6.8
18. Number pupils (less transfers) enrolled each report second semester and not enrolled in any public school in Washington first semester.....	221	240	461	12	8	20	.....	.....	.....	1	3	4	234	251	485
Y. No. A of this report+No. 17 of last report.....	9,353	10,208	19,563	916	1,494	2,340	15	148	163	91	221	312	10,377	12,001	22,378
Z. No. 3 of this report+No. 8 of this report.....	2,282	2,221	4,513	192	288	480	2	14	16	5	54	59	2,491	2,577	5,068

Respectfully,

To the SUPERINTENDENT OF SCHOOLS.

JOHN W. F. SMITH,
Statistician.

REPORT OF OFFICE OF FINANCE AND ACCOUNTING.

JUNE 30, 1917.

SIR: I have the honor to submit the following report of the business transacted in the office of finance and accounting for the fiscal year ended June 30, 1917:

RECEIPTS AND EXPENDITURES.

The total receipts from all sources for the year, including balances from previous years, amounted to \$4,090,361.42; the total expenditures of all kinds during the year amounted to \$3,444,986.79: the unexpended balances carried to the surplus fund pursuant to law at the close of the year amounted to \$33,974.28, and the balances of all kinds at the close of the year amounted to \$611,400.35, as follows:

	Detail.	Total.
RESOURCES.		
Revenue receipts:		
Subventions and grants from State	\$1,612,827.08	
Appropriations from city treasury	1,612,827.07	
Tuition and other fees from patrons	563.70	
All other revenue	127,524.96	
Balances from previous year		\$3,353,742.81
Total		736,618.61
		<u>4,090,361.42</u>
DISBURSEMENTS.		
Expenses of general control:		
Board of Education and secretary's office	4,727.55	
School census	3,228.56	
Finance offices and accounts	6,119.69	
Office in charge of supplies	5,042.43	
Office of superintendent of schools	18,747.61	
Enforcement of compulsory education and truancy laws	3,120.84	
Expenses of instruction:		40,986.68
Salaries of supervisors of grades and subjects	33,689.16	
Other expenses of supervisors	1,872.51	
Salaries of principals and their clerks	104,567.75	
Other expenses of principals	2,464.02	
Salaries of teachers	1,867,366.57	
Textbooks	30,733.88	
Stationery and supplies used in instruction	149,125.56	
Other expenses of instruction	1,012.76	
Expenses of operation of school plant:		2,190,832.21
Wages of janitors and other employees	182,747.79	
Fuel	111,077.07	
Light and power	14,060.12	
Janitors' supplies	11,294.77	
Other expenses of operation of school plant	800.00	
Expenses of maintenance of school plant:		319,979.75
Repair and upkeep of buildings and grounds	148,103.97	
Repair and replacement of equipment	12,265.71	
Expenses of auxiliary agencies:		160,369.68
Libraries—		
Salaries	7,330.00	
Books	1,750.66	
Other expenses	568.87	
Promotion of health—		
Salaries	12,094.30	
Other expenses	988.48	
		<u>22,732.31</u>

	Detail.	Total.
DISBURSEMENTS—continued.		
Miscellaneous expenses:		
Payments to schools of other civil divisions.....	\$18,741.36	
Rent.....	13,341.00	\$32,082.36
Outlays:		
Land.....	63,350.07	
New buildings.....	361,010.51	
Alterations to old buildings.....	8,206.59	
Equipment of new buildings and grounds.....	185,420.12	
Equipment of old buildings, exclusive of replacements.....	15,250.77	633,238.06
Other expenses:		
Payments of orders and warrants of preceding years.....	44,202.04	
Miscellaneous payments.....	563.70	44,765.74
Carried to surplus fund pursuant to law.....		33,974.28
Balances at close of year.....		611,400.35
Total.....		4,090,361.42

The detailed statements of expenditures for the fiscal year ended June 30, 1917, are set forth in statements "A" and "B," with comparisons for the fiscal years 1916, 1915, and 1914, as follows:

STATEMENT A.—Consolidated statement of expenses for the fiscal year ended June 30, 1917, with comparisons with 1916, 1915 and 1914.

(1917 data, italic; 1916 data, roman; 1915 data, roman; 1914 data, roman.)

	Total.	Salaries.	Other objects.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
				Elementary.	Secondary.	Elementary.	Secondary.				
Expenses of general control.....	\$10,980.68	\$52,177.06	\$8,809.02								
	43,984.19	30,211.89	13,772.33								
	42,108.76	29,288.95	12,819.81								
	39,312.41	27,561.37	11,751.04								
Miscellaneous expenses:											
Expenses of instruction.....	2,190,832.21			\$1,383,678.12	\$625,874.93	\$15,144.62	\$10,219.11	\$64,732.49	\$24,307.61	\$25,606.17	\$5,999.26
	2,012,177.92			1,317,927.26	538,289.19	10,904.61	7,670.91	54,521.14	24,484.30	22,706.91	5,673.60
	1,875,183.27			1,211,619.23	537,454.09	11,492.54	7,249.91	56,970.44	19,578.51	22,295.09	8,523.46
	1,936,669.20			1,309,973.52	530,223.25	11,237.30	5,422.14	56,745.42	14,735.36	24,040.78	4,254.43
Expenses of operation of school plant.	\$19,979.75			\$15,178.11	\$1,032.98	1,761.50	2,039.00	10,764.65	4,475.27	\$5,240.84	540.00
	206,041.41			152,790.51	35,318.18	1,516.30	1,140.28	7,983.83	2,564.59	3,513.72	595.00
	223,218.04			163,408.07	43,161.62	1,599.88	1,142.81	8,851.89	3,081.64	1,392.13	580.00
	232,938.01			190,694.48	32,363.66	1,345.75	1,036.00	3,281.12	1,724.00	2,088.00	405.00
Expenses of maintenance of school plant.	160,369.68			158,997.04	14,161.42	515.69		1,390.67	1,829.08	150.65	3,425.18
	123,647.18			103,892.43	16,023.25	468.26		1,085.93	473.20	760.86	943.25
	136,162.53			105,450.50	19,535.41	184.93		5,366.17	1,217.22	2,694.71	1,713.59
	110,101.58			94,718.86	11,270.07	63.80		2,450.24	109.19	29.05	1,460.37
Expenses of auxiliary agencies	22,732.31			9,557.39	9,529.88			2,649.78	195.26	800.00	
	19,901.79			8,903.12	7,324.89			2,416.14	232.70	604.78	60.16
	17,941.84			6,632.14	7,556.34			2,775.84	238.20	716.53	22.79
	14,759.01			4,908.03	6,531.91			2,553.85	236.19	223.03	
Miscellaneous expenses.....	32,082.36			10,321.00						\$1,261.36	
	31,586.00			8,641.00						22,945.00	
	28,623.00			9,160.00	323.00					19,140.00	
	38,198.50			14,408.30						23,790.00	
Total.....	2,725,899.51			1,758,431.66	728,899.21	15,431.81	12,808.17	79,437.49	30,705.07	51,038.52	49,934.44
	2,436,811.33			1,622,073.32	596,928.35	12,889.17	8,811.19	66,007.04	27,814.79	51,031.27	7,272.01
	2,283,853.68			1,498,901.94	608,032.46	13,277.35	8,392.72	73,964.34	24,115.57	46,238.46	10,829.84
	2,353,666.30			1,614,703.39	580,688.89	12,683.85	6,458.14	65,030.63	16,804.74	50,176.86	6,119.80
Outlays.....	683,298.94			457,296.94	491,419.37	503.31		157.68		1,910.00	1,940.83
	1,238,348.75			134,813.87	1,095,699.95	167.05		4,394.15	808.65	1,439.58	1,026.50

Other expenses.....	632,221.20	43,117.78	594,700.92	605.74	100.00	11,601.32	178.76	417.28	1,499.40
	290,216.02	116,516.03	39,693.40	710.85	.....	111,830.17	468.60	510.35	1,084.62
	44,765.74	.....	.....	.....	.....	.....	.....	.....	.....
	5,757.08	.....	.....	.....	.....	.....	.....	.....	.....
	63,718.83	.....	.....	.....	.....	.....	.....	.....	.....
	12,840.69	.....	.....	.....	.....	.....	.....	.....	.....
Grand total.....	8,444,989.79	1,895,538.00	1,230,848.68	15,925.15	12,808.11	79,575.07	30,705.07	52,968.62	51,875.27
	3,681,445.32	1,756,587.19	1,693,155.46	13,056.22	8,811.19	70,401.19	28,623.44	52,470.85	8,298.51
	3,041,210.49	1,539,587.72	1,202,733.38	13,883.09	8,492.72	85,565.66	24,294.33	46,653.74	12,339.24
	2,695,035.42	1,731,219.42	639,734.29	13,394.70	6,458.14	176,880.80	17,273.34	50,687.21	7,204.42

STATEMENT B.—Detailed statement of expenditures for the fiscal year ended June 30, 1917, with comparisons with 1916, 1915 and 1914.

[1917 data, italic; 1916 data, roman; 1915 data, roman; 1914 data, roman.]

	Total.	Salaries.	Other objects.
Expenses of general control:			
Board of education and secretary's office.....	\$4,727.55	\$3,436.78	\$1,290.77
	4,807.53	4,186.61	1,620.92
	4,833.84	4,235.00	598.84
	6,019.39	4,989.35	1,030.04
School census.....	\$ 228.56	1,400.00	1,828.56
	5,895.82	1,400.00	4,495.82
	7,451.73	1,400.00	6,051.73
Finance offices and accounts.....	6,119.69	4,746.30	1,373.39
	6,812.06	4,191.75	2,620.31
	5,383.05	3,243.95	2,139.10
	6,792.94	2,520.57	4,272.37
Office in charge of supplies.....	5,042.43	3,280.39	1,762.04
	5,242.72	2,520.00	2,722.72
	5,220.00	2,520.00	2,700.00
	2,414.18	1,800.00	614.10
Office of superintendent of schools.....	18,747.61	16,313.59	2,434.02
	16,838.29	14,984.00	1,854.29
	15,907.76	14,890.00	1,017.76
	20,878.56	15,278.95	5,599.61
Enforcement of compulsory education and truancy laws.....	3,120.84	3,000.00	120.84
	3,287.77	2,949.50	338.27
	3,312.38	3,000.00	312.38
	3,207.34	2,992.50	214.84
Total.....	40,986.68	32,177.06	8,809.62
	43,084.19	30,211.86	13,772.33
	42,108.76	29,288.95	12,819.81
	39,312.41	27,561.37	11,751.04

STATEMENT B.—Detailed statement of expenditures for the fiscal year ended June 30, 1917, with comparisons with 1916, 1915, and 1914.

	Total.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
		Elementary.	Secondary.	Elementary.	Secondary.				
Expenses of instruction:									
Salaries of supervisors of grades and subjects.....	\$33,689.16	\$32,970.66	.....	\$258.12	\$70.38	.....	.....	.....	\$390.00
Salaries of supervisors of grades and subjects.....	33,983.06	32,952.56	.....	448.20	177.30	.....	.....	.....	420.00
33,147.44	33,810.00	33,810.00	.....	569.50	213.00	.....	.....	.....	554.94
34,202.00	33,210.00	33,210.00	.....	461.00	111.00	.....	.....	.....	420.00
Other expenses of supervisors.....	1,872.51	1,715.86	.....	26.55	.....	.....	.....	.....	100.10
.....	1,557.76	1,532.48	.....	17.18	.....	.....	.....	.....	5.10
.....	1,738.50	1,738.50	.....	.....	.....	.....	.....	.....	.....
.....	1,946.07	1,946.07	.....	.....	.....	.....	.....	.....	.....
Salaries of principals and their clerks.....	104,567.75	68,510.14	\$24,770.60	1,918.00	1,135.00	\$6,079.71	\$4,154.00	.....	.....
.....	89,244.47	65,279.00	20,498.36	1,716.50	1,039.00	5,951.52	4,830.00	.....	.....
.....	101,582.18	67,044.40	21,217.28	1,611.00	1,055.50	6,050.00	4,005.00	.....	.....
.....	102,733.29	74,130.20	15,825.00	1,434.00	944.00	6,000.00	4,000.00	.....	.....
Other expenses of principals.....	2,464.02	1,215.43	1,188.20	.....	.....	8.86	51.53	.....	.....
.....	2,724.86	1,373.72	1,104.83	.....	.....	105.36	75.35	\$5.60	.....
.....	1,228.53	250.07	721.59	151.80	.....	56.70	48.07	.....	.....
.....	2,301.54	210.00	2,075.13	.....	.....	16.71	.....	.....	.....
Salaries of teachers.....	1,867,366.57	1,192,661.52	521,230.19	9,374.75	8,810.00	54,676.63	18,119.18	\$1,863.50	40,370.80
.....	1,756,421.06	1,103,376.00	485,112.85	7,934.00	6,034.00	47,653.00	17,202.17	19,988.17	3,120.57
.....	1,618,246.35	1,033,323.73	484,543.83	8,478.00	5,559.00	50,210.83	13,804.16	19,955.74	2,168.06
.....	1,722,533.22	1,128,613.25	499,291.13	7,947.00	4,202.50	50,374.34	9,575.00	20,150.00	2,380.00
Textbooks.....	30,733.88	30,733.88	.....	.....	.....	.....	.....	.....	.....
.....	34,083.14	34,083.14	.....	.....	.....	.....	.....	71.78	.....
.....	32,110.98	32,069.20	.....	.....	.....	.....	.....	.....	.....
.....	34,519.16	34,519.16	.....	.....	.....	.....	.....	.....	.....
Stationery and supplies used in instruction.....	149,125.56	57,572.83	75,499.30	1,531.70	203.73	3,874.83	1,882.80	3,652.11	6,108.36
.....	77,870.36	40,730.84	28,254.44	793.73	420.61	606.24	2,376.78	2,559.79	2,127.93
.....	79,971.24	40,773.49	28,700.06	682.24	422.41	408.68	1,062.13	2,119.17	5,800.46
.....	56,797.74	36,089.80	12,816.16	1,432.30	164.64	354.37	760.36	3,725.68	1,454.43

STATEMENT B.—Detailed statement of expenditures for the fiscal year ended June 30, 1917, with comparisons with 1916, 1915, and 1914—Continued.

	Total.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
		Elementary.	Secondary.	Elementary.	Secondary.				
Expenses of instruction—Continued.	\$1,012.76	\$7.50	\$786.74	\$35.50		\$92.46		\$90.56	
Other expenses of instruction.....	6,285.61	2,598.53	3,388.71			153.35		153.35	
	5,168.35	2,435.84	2,270.73			244.23	\$59.12	138.40	
	1,685.88	1,254.95	215.83					165.10	
Total for instruction.....	\$1,990,832.21	1,283,678.12	623,274.93	15,144.62	\$10,219.11	64,732.49	21,207.51	95,008.17	\$15,969.86
Expenses of operation of school plant:	2,012,177.92	1,347,927.26	538,289.19	10,904.61	7,670.91	54,521.14	24,484.30	22,702.91	3,673.60
Wages of janitors and other employees.....	1,875,183.27	1,211,619.23	537,454.09	11,492.54	7,249.91	56,970.51	19,578.51	24,205.08	8,523.46
	1,950,669.20	1,309,973.52	530,223.25	11,274.30	5,422.14	56,745.42	11,735.36	21,040.78	4,254.43
Fuel.....	111,077.07	74,028.97	30,968.73			5,481.86	2,376.00	2,968.00	510.00
	58,729.45	47,012.11	18,607.32	1,761.50	2,089.00	5,570.67	1,402.40	3,048.00	595.00
	63,345.39	43,806.88	11,161.25	1,516.30	1,140.28	5,212.00	1,871.00	675.00	580.00
	74,616.53	64,565.45	8,904.66	1,345.75	1,036.00	1,705.50	1,724.00	2,088.00	405.00
Light and power.....	14,060.12	8,439.95	4,491.49			4,089.91	1,751.16	225.30	
	12,002.26	7,430.61	3,158.76			1,743.09	841.48	525.45	
	10,375.24	6,387.76	3,487.76			2,901.95	914.10	559.21	
	11,204.49	7,481.71	3,006.05			1,148.42			
Janitors' supplies.....	11,294.77	9,243.50	1,607.02			838.50	253.14	47.04	
	7,504.91	5,913.29	1,190.60			662.84	215.09	34.96	
	10,046.39	7,996.32	1,335.37			266.15	200.41	54.04	
	9,181.17	6,741.25	2,232.27			113.72			
Other expenses of operation of school plant.....	800.00					354.28	89.97		
	3,526.65	2,511.72	897.79			236.40	68.45	96.17	
	3,276.64	2,287.10	887.50			430.69	46.83	92.24	
	4,722.82	2,830.23	1,786.77			207.65			
						70.83	37.17	9.14	
						105.82	49.30	11.64	
Total for operation.....	\$19,979.75	215,178.11	81,992.98	1,761.50	2,089.00	10,764.55	4,478.27	2,910.24	510.00
	206,041.04	152,769.51	35,818.18	1,516.30	1,140.28	5,883.83	3,713.72	3,564.59	595.00
	223,218.04	163,408.07	43,161.62	1,599.88	1,042.81	6,388.88	3,081.64	1,392.13	580.00
	232,938.01	190,634.48	32,353.66	1,345.75	1,036.00	3,281.12	1,724.00	2,088.00	405.00

Expenses of maintenance of school plant:

Repair of buildings and upkeep of grounds.....	118, 103.97 92, 782.70 115, 416.48 99, 366.84	132, 189.50 89, 649.87 94, 738.55 87, 744.62	12, 880.97 8, 479.42 11, 877.65 9, 377.35	.....	.....	1, 816.88 1, 326.17 1, 027.82	249.44 2, 491.31.....	.....
Repair and replacement of equipment.....	12, 965.71 23, 864.39 20, 752.05 10, 074.74	6, 807.51 14, 242.56 10, 711.95 6, 374.24	1, 280.45 7, 543.83 7, 657.76 1, 842.72	.....	.....	12.15 147.03 189.40 109.19	150.65 511.42 203.40 29.05	3, 425.18 942.25 1, 713.59 1, 460.37
Other expenses of maintenance of school plant.....	.....	.....	.....	.....	.....	.....	.....	.....
Total for maintenance.....	660.00	600.00	50.00	.....	.....	10.00	.....	.....
Expenses of auxiliary agencies:								
Libraries—								
Salaries.....	169, 369.68 123, 647.18 186, 162.53 110, 101.58	138, 997.04 103, 892.43 105, 450.50 94, 718.86	14, 161.42 16, 023.25 19, 335.41 11, 270.07	.....	.....	1, 290.67 1, 489.03 5, 366.17 2, 450.24	150.65 700.86 2, 694.71 29.05	3, 425.18 948.25 1, 713.59 1, 460.37
Books.....	7, 330.00 6, 378.00 7, 160.10 7, 050.00	.....	5, 875.00 5, 200.00 5, 307.75 5, 200.00	.....	.....	1, 455.00 1, 479.00 1, 832.41 1, 850.00	.....	.....
Other expenses.....	1, 750.66 1, 878.34 1, 068.32 688.34	..... 65.10 18.54	1, 304.49 587.78 733.81 494.22	.....	.....	446.17 167.02 243.72 194.12	29.04 12.25.....	.....
Promotion health—								
Salaries.....	568.87 246.51 110.70 157.02	.....	500.88 180.00 368.70 152.02	.....	.....	67.94 66.54 44.00 5.00	.....	.....
Other expenses.....	12, 094.30 10, 726.62 8, 540.82 6, 344.43	8, 968.70 7, 846.50 6, 276.60 4, 804.92	1, 470.40 1, 680.15 791.32 634.40	.....	.....	664.00 741.48 593.19 454.08	800.00 285.91 228.73 231.01	..... 50.41 220.02
Other expenses.....	888.48 1, 404.61 778.61 519.22	588.69 982.52 337.20 103.11	879.06 387.96 386.70 331.27	.....	.....	16.67 62.10 62.52 50.65	4.06 6.79 9.47 5.18	..... 5.27 12.10 9.01

STATEMENT B.—Detailed statement of expenditures for the fiscal year ended June 30, 1917, with comparisons with 1916, 1915, and 1914—Continued.

	Total.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
		Elementary.	Secondary.	Elementary.	Secondary.				
Expenses of auxiliary agencies—Continued.									
Transportation.....	\$66.35 63.79							\$56.50 41.00	\$9.75 22.79
Total for auxiliary agencies.....	22,732.31 19,901.79 17,941.84 14,759.01	\$9,557.39 8,903.12 6,632.14 4,908.03	\$9,559.88 7,324.89 7,556.34 6,831.91			\$2,610.78 2,416.14 2,775.84 2,553.85	\$105.26 292.70 238.20 236.19	800.00 904.78 716.53 229.03	M 60.16 22.79
Miscellaneous expenses:									
Payments to schools of other civil divisions.....	18,741.36 20,125.00 16,800.00 21,350.00							18,741.36 20,125.00 16,800.00 21,350.00	
Rent.....	13,511.00 11,461.00 11,825.00 16,848.50	10,821.00 8,641.00 9,160.00 14,408.50			325.00			2,530.00 2,820.00 2,340.00 2,440.00	
Total miscellaneous expenses.....	32,082.36 31,586.00 28,625.00 38,198.50	10,821.00 8,641.00 9,160.00 14,408.50			325.00			31,291.36 22,943.00 13,440.00 23,736.00	
Outlays:									
Land.....	63,350.07 73,227.00 26,517.73 31,055.80	35,274.09 2,683.90 26,130.00 31,055.80	93,075.98 70,343.10 307.73						
New buildings.....	361,010.51 302,429.92 583,301.36 184,920.03	89,671.63 121,027.93 6,063.61 31,608.64	271,338.85 811,335.99 589,327.05 48,762.16						

Alterations to old buildings.....	8,206.59	724.22	7,359.79	122.58	
Equipment of new buildings and grounds.....	49,579.78	49,579.78			
	186,490.12	5,354.05	180,095.97		
	215,408.37	5,563.15	205,581.57		
	13,783.75	2,497.12		4,263.65	
	7,175.87			11,296.63	
				7,175.87	
Equipment of old buildings, exclusive of replacements.....	16,250.77	6,272.90	4,608.70	15.00	1,910.00
	17,290.46	5,468.89	8,249.29	167.05	808.65
	16,528.16	5,005.24	5,005.24	314.69	1,417.28
	17,484.54	4,271.81	10,333.24	710.85	1,496.40
	653,238.66	137,206.94	491,449.37		1,084.62
	1,238,349.75	134,813.87	1,095,690.95		
	652,221.20	43,117.78	594,700.92	100.00	1,040.83
	290,216.02	116,516.03	59,035.40		1,496.40
Total outlays.....				111,830.17	1,084.62
					1,910.00
					808.65
					1,439.58
					178.76
					417.28
					510.35
					1,040.83
					1,439.58
					178.76
					417.28
					510.35
Total.....					
Other expenses: Payments of orders and warrants of preceding year.....					\$44,902.04
					24,530.00
					57,657.69
Miscellaneous payments.....					563.70
					1,207.08
					8,122.16
					12,840.69
Total other expenses.....					44,769.74
					5,735.08
					65,779.85
					12,840.69

ACCOUNTING SYSTEM.

During the year a permanent system of accounting for receipts and disbursements of the privately-contributed funds has been established, and 129 of these funds have been carried into the books of this office. There are still many of these funds in the hands of various school employees, and it is hoped that eventually all privately-contributed funds may be covered into the general controlling accounts of this office.

In establishing this system of accounting the same general principles that apply to appropriations have been followed with such modifications as were found to be necessary in order that the original records of all transactions might become the basis of the ledgers and unnecessary rewriting of requisitions and orders might be avoided.

The system of accounting established involves the use of four blank forms, as follows:

1. A receipt to be issued by the treasurer for all moneys deposited with him on account of the privately-contributed funds carried in the ledgers of this office:

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

WASHINGTON.....

Received of..... (\$.....) Dollars
to be credited to..... fund.
No.....

Treasurer.

This receipt is issued in triplicate. One copy is given the person making the deposit, the second copy is forwarded to this office, and the third copy is retained by the treasurer. All receipts are given in consecutive order, and any receipt which is destroyed is noted on the treasurer's copy and the copy which is intended for this office is marked "canceled" and forwarded for the files of this office.

2. A ledger sheet to be used by this office in noting amounts to be credited to each fund and also any variations from the estimated cost of material purchased or labor furnished:

FUND.....

[illegible]

I certify that the above bill is correct and just, and that payment therefor has not been received.

Account submitted for.....\$.....
Differences as follows:

I certify that the above articles have been received by me in good condition, or the service performed as stated, and that they were necessary for the public service, and in accordance with orders therefor.

Signature of officer.

Official designation.

Approved for.....\$.....

I certify that I have paid the foregoing account by check No. drawn on

Approved:

Treasurer.

Upon return of this form from the dealer, this office checks the delivery of the material against the invoices received from the respective buildings and if the voucher is found to be correct it is submitted by the superintendent of schools for approval. After approval the voucher is transmitted to the treasurer, who forwards to the dealer a check for the amount of the approved voucher, retains the duplicate, and returns the original to this office with proper notation as to payment thereof.

The adoption of this system of accounting for the privately contributed funds has enabled the school officials to supervise more closely the expenditure of the moneys on deposit to the credit of the various schools; to arrange for the depositing of this money in several large interest-bearing accounts instead of in the many small noninterest bearing accounts which existed prior to the adoption of the system, and to secure the same or a better grade of material at a smaller cost.

The rule which has been established governing the purchase of material from the privately contributed funds carried in the ledgers of this office is that so far as possible material shall be purchased from District contractors at the rates specified in their contracts with the District of Columbia and that in all other cases the lowest price obtainable in the open market on any article, the cost of which is not more than \$10, shall be paid therefor. Should the cost of any article exceed \$10 it is provided that this office must secure competitive bids thereon before placing the order.

PROPERTY ACCOUNTING.

The total value of the real estate holdings of the school system at the close of the fiscal year ended June 30, 1917, including land and buildings, was \$11,786,205.70—land, \$2,330,289.11, and buildings \$9,455,916.59.

The real estate acquisitions during the year have been as follows:

Addison School.—Square 1244, 35 feet front of lot 153, purchased on January 6, 1917, at a cost of \$3,965.

Armstrong Manual Training School.—Square 553, east 19 feet on O Street of lot 5, purchased on January 6, 1917, at a cost of \$1,000. Square 553, part of lot 6, purchased on May 12, 1917, at a cost of \$1,800. Square 553, part of lot 5, purchased on May 16, 1917, at a cost of \$1,000. Square 553, east 13.50 feet of lot 6, purchased on May 22, 1917, at a cost of \$2,400.

Bradley School.—Square 266, lot 2, purchased on June 19, 1917, at a cost of \$2,750.

Brent School.—Square 792, part of lot 4 and part of lot 7, purchased on April 16, 1917, at a cost of \$5,000.

Eastern High School.—Square 1095, lots 24, 25, 26, 27, 28, 37, 38, and 5; square 1108, part of lot 10 and part of lot 11, and square 1109, lots 10, 11, 12, 13, and 14, purchased on August 12, 1916, at a cost of \$12,328.32. Square 1109, lots 3 and 4, purchased on November 3, 1916, at a cost of \$2,879.37. Square 1095, lots 4, 44, and 45, and square 1109, lots 1, 21, and 20, purchased on February 27, 1917, at a cost of \$5,753.59.

Eckington School.—Square 3519, lots 19 and 20, purchased on January 25, 1917, at a cost of \$4,500.

Lovejoy School.—Square 985, lots 39 and 54, purchased on January 6, 1917, at a cost of \$1,200.

Madison School.—Square 960, east 27.17 feet of lot 12; west 12.87 feet of lot 13, and 25 feet next to west 12.87 feet of lot 13, purchased on December 20, 1916, at a cost of \$4,200.

Syphax School.—Square 653, lot 8, purchased on April 24, 1917, at a cost of \$4,000.

Tyler School.—Square 974, part of lot 17, part of lot 18, and part of lot 17, purchased on March 22, 1917, at a cost of \$5,496.

Weightman School.—Square 50, south 18 feet of lot 7, purchased on January 15, 1917, at a cost of \$1,100.

During the year the site and building of the McCormick School was sold to the United States for \$6,275.

The work of developing the accounting system for personal property has been progressing. The progress of this work is necessarily slow and it has been retarded by the unexpected and great volume of work caused by the unsettled conditions of the market during the year. Under ordinary conditions there is only one clerk in this office who can be assigned to this tremendous task. It is recommended that the force of this office be so increased as to enable the assignment of at least three persons to the property-accounting work. One of these persons should be a trained accountant, another should act as his assistant, and the third should be used for field inspection

work. Adequate salaries should be secured for these positions so that persons skilled in property accounting may be secured.

ABSENCE AND SUBSTITUTE SERVICE.

During the year there were 10,227 days of absence of employees in the public school system, the payments made for substitute service by these absent employees amounting to \$16,252.81, as follows:

Month.	Total.		Teachers.		Other employees.	
	Number of days' absence.	Amount paid substitutes.	Number of days' absence.	Amount paid substitutes.	Number of days' absence.	Amount paid substitutes.
September.....	89	\$126.95	89	\$126.95	.....	.....
October.....	902½	1,335.74	862	1,265.20	40½	\$70.54
November.....	1,199½	1,898.59	1,072½	1,729.88	127	168.71
December.....	744½	1,271.03	698	1,181.79	46½	89.24
January.....	1,692½	2,753.81	1,540½	2,505.55	152	248.26
February.....	1,260	2,081.93	1,148½	1,912.43	111½	169.50
March.....	1,444½	2,344.77	1,351	2,195.39	93½	149.38
April.....	1,143½	1,808.62	988½	1,558.57	155	250.05
May.....	1,269	1,880.22	1,198	1,736.88	71	143.34
June.....	482	751.15	458	703.15	24	48.00
Total.....	10,227	16,252.81	9,406	14,915.79	821	1,337.02

There has been an increase of 1,102 days of absence during the current year over the absence of the preceding year, and a resulting increase of \$1,930.19 in the amount paid for substitutes.

CHANGES AFFECTING THE PAYROLLS.

During the year there were 1,996 changes affecting the pay rolls, as follows:

Actions rescinded.....	2
Appointments.....	516
Deaths.....	20
Designations of principals.....	17
Details.....	13
Dismissals.....	8
Leaves of absence (original).....	28
Leaves of absence (extensions).....	3
Longevity placing adjustments.....	51
Names of employees corrected.....	46
Principals relieved.....	1
Promotions.....	381
Reductions.....	16
Reinstatements.....	11
Resignations.....	145
Services discontinued.....	84
Suspensions.....	3
Transfers.....	651
Total.....	1,996

There has been an increase of 749 changes affecting the pay rolls during the current year over the changes of the preceding year.

NONRESIDENT PUPILS.

During the year 2,567 nonresident pupils attended the public schools, and tuition in the sum of \$563.70 was collected.

Number of nonresident pupils residing in the District of Columbia.....	439
Number of nonresident pupils whose parents are employed by the Government in the District of Columbia.....	1, 032
Number of nonresident pupils whose parents are engaged in other occupations in the District of Columbia.....	970
Number of nonresident pupils whose parents pay taxes levied by the District of Columbia in excess of the tuition charges.....	87
Number of nonresident pupils who pay taxes levied by the District of Columbia in excess of the tuition charges.....	5
Number of nonresident pupils credited with taxes levied by the District of Columbia in partial payment of tuition charges (total amount of credits, \$71.35).....	6
Number of nonresident pupils who paid tuition charges during the entire school term.....	7
Number of nonresident pupils who paid tuition charges during part of the school term and were afterwards discharged.....	11
Number of nonresident pupils discharged who made no payments of tuition charges.....	21
Number of nonresident pupils reinstated after discharge.....	4

SCHOOL BANKS.

During the year five main school banks were conducted in the school system, as follows: Armstrong Manual Training School, Business High School, Central High School (organized at the beginning of the year), Dunbar High School (organized in February, 1917), and Eastern High School. The bank at the Eastern High School was closed temporarily on June 1, 1917, because of the resignation of the teacher having charge of the banking work at that school.

The funds in these banks are protected by surety bonds given on behalf of the banking officials in the sum of \$18,000, as follows: Armstrong School bank, \$3,000; Business School bank, \$4,000; Central School bank, \$6,000; Dunbar School bank, \$3,000; and Eastern School bank, \$2,000.

The number of depositors in these banks during the year was as follows:

	Armstrong School bank.	Business School bank.	Central School bank.	Dunbar School bank.	Eastern School bank.	Total.
November.....	553	787	73	.....	82	1,495
December.....	562	785	116	.....	82	1,545
January.....	566	994	168	.....	87	1,815
February.....	579	1,021	177	.....	89	1,869
March.....	583	1,302	198	83	89	2,265
April.....	585	1,264	201	102	89	2,241
May.....	585	1,247	184	99	52	2,167
June.....	585	1,102	144	67	.....	1,898

A detailed statement of the business transacted by these banks is given in the following table:

	November.		December.		January.		February.	
ARMSTRONG SCHOOL BANK.								
Resources:								
Cash.....	\$1,540.56		\$1,071.90		\$1,186.37		\$1,183.08	
Liabilities:								
Deposits.....		\$1,501.44		\$1,038.80		\$1,153.27		\$1,150.18
Present worth, cash.....		39.12		33.10		33.10		32.90
	1,540.56	1,510.56	1,071.90	1,071.90	1,186.37	1,186.37	1,183.08	1,183.08
Losses:								
Expense (inventory).....	7.50		8.81		8.81		8.81	
Interest.....	1.13		5.84		5.84		6.04	
Gains:								
Interest.....		47.75		47.75		47.75		47.75
Net gain.....		39.12		33.10		33.10		32.90
	47.75	47.75	47.75	47.75	47.75	47.75	47.75	47.75
BUSINESS SCHOOL BANK.								
Resources:								
Bills receivable.....	70.25		110.25		95.80		65.80	
Cash.....	3,961.23		3,628.48		4,126.73		4,388.57	
Expense (inventory).....	.08		.21		.12		.38	
Furniture and fixtures.....	39.00		39.00		39.00		38.00	
Liabilities:								
Deposits.....		3,940.53		3,653.05		4,129.46		4,373.60
Present worth—								
Cash.....		90.95		85.68		93.07		80.77
Property.....		39.08		39.21		39.12		38.38
	4,070.56	4,070.56	3,777.94	3,777.94	4,261.65	4,261.65	4,492.75	4,492.75
Losses:								
Advertising.....	.90							
Branch banks.....					6.66			
Expense (inventory).....	3.07		.87		1.34		.74	
Furniture and fixtures.....							1.00	
Interest.....	15.93		4.33		.83		11.55	
Loss and gain.....	.15				.60			
Net loss.....				5.14				13.04
Gains:								
Commissions.....								.25
Donations.....								
Fines.....				.06		.18		
Interest.....		31.00				16.55		
Net gain.....	10.95				7.30			
	31.00	31.00	5.20	5.20	16.73	16.73	13.29	13.29
CENTRAL SCHOOL BANK.								
Resources:								
Accrued interest.....	4.79		8.20		10.68		11.64	
Bills receivable.....					25.00		30.00	
Cash.....	3,234.98		3,727.31		5,063.69		5,216.55	
Expense (inventory).....					.54		11.33	
Unearned premium on bonds.....	13.75		12.50		11.25		11.09	
United States Government Liberty Loan bonds.....								
Liabilities:								
Deposits.....		3,222.48		3,710.42		5,069.11		5,217.18
Loans.....		30.00		30.00		30.00		30.00
Present worth, cash.....		1.04						
Surplus.....				7.49		12.05		22.22
Suspense.....				.10				
United States Government Liberty Loan bond subscribers.....								
	3,253.52	3,253.52	3,748.01	3,748.01	5,111.16	5,111.16	5,269.40	5,269.40
Losses:								
Expense (inventory).....	3.75		1.75		2.16		2.13	
Loss and gain.....					4.25			

	March.		April.		May.		June.	
CENTRAL SCHOOL BANK—CON.								
Gains:								
Interest.....		\$4.79		\$8.20		\$10.97		\$12.28
Loss and gain.....								.02
Net gain.....		\$1.04		\$6.55		\$4.56		\$10.17
	4.79	4.79	8.20	8.20	10.97	10.97	12.30	12.30
EASTERN SCHOOL BANK.								
Resources, cash.....	1,031.96		536.82		534.93		599.08	
Liabilities:								
Deposits.....		1,030.50		535.36		533.03		595.81
Present worth, cash.....		1.46		1.46		1.90		3.27
	1,031.96	1,031.96	536.82	536.82	534.93	534.93	599.08	599.08
Losses:								
Expense (inventory).....	.02							
Interest.....					5.28			
Loss and gain.....							2.37	
Net loss.....		.02						
Gains:								
Commissions.....								2.37
Interest.....						5.72		
Net gain.....					.44			
	.02	.02			5.72	5.72	2.37	2.37
ARMSTRONG SSOHOOL BANK.								
Resources:								
Cash.....	\$1,111.25		\$1,157.90		\$1,280.57		\$1,030.09	
Liabilities:								
Deposits.....		\$1,058.91		\$1,113.06		\$1,241.73		\$989.85
Present worth, cash.....		52.34		44.84		38.84		40.24
	1,111.25	1,111.25	1,157.90	1,157.90	1,280.57	1,280.57	1,030.09	1,030.09
Losses:								
Expense (inventory).....	8.81		16.31		22.31			
Interest.....	6.04		6.04		6.04		38.84	
Gains:								
Interest.....		67.19		67.19		67.19		40.24
Net gain.....	52.34		44.84		38.84		1.40	
	67.19	67.19	67.19	67.19	67.19	67.19	40.24	40.24
BUSINESS SCHOOL BANK.								
Resources:								
Bills receivable.....	51.05		70.80		93.30		50.00	
Cash.....	5,028.15		4,290.67		4,004.36		1,469.19	
Expense (inventory).....	.46		.92		.72		.85	
Furniture and fixtures.....	37.00		37.00		37.00		36.00	
Liabilities:								
Deposits.....		4,982.04		4,258.29		4,901.53		1,624.47
Present worth—								
Cash.....		97.16		103.18		96.13		94.72
Property.....		37.46		37.92		37.72		36.85
	5,116.66	5,116.66	4,399.39	4,399.39	5,035.38	5,035.38	1,756.04	1,756.04
Losses:								
Expense (inventory).....	1.22		.54		7.75		.21	
Furniture and fixtures.....	1.00						1.00	
Interest.....							1.02	
Loss and gain.....	.35				1.00		.13	
Net loss.....						7.25		2.28
Gains:								
Donations.....								.02
Fines.....		.18		.12				.06
Interest.....		17.86		6.90		1.50		
Net gain.....	15.47		6.48					
	18.04	18.04	7.02	7.02	8.75	8.75	2.36	2.36
CENTRAL SCHOOL BANK.								
Resources:								
Accrued interest.....	25.00		13.53		15.19		12.22	
Bills receivable.....	3.30		320.00		10.31		1,012.71	
Cash.....	5,444.44		5,028.69		5,252.02		1,484.52	

	March.		April.		May.		June.	
CENTRAL SCHOOL BANK—CON.								
Resources—Continued.								
Expense (inventory).....	\$0.32		\$0.20		\$0.24			
Unearned premium on bonds.....	9.84		8.59		7.34			
United States Government Liberty Loan bonds.....					1,250.00		\$2,750.00	
Liabilities:								
Deposits.....		\$5,736.39		\$5,340.39		\$6,258.72		\$2,419.13
Loans.....		30.00						
Surplus.....		18.46		30.62		47.07		40.32
United States Government Liberty Loan bond subscribers.....						1,250.00		2,800.00
	5,784.85	5,784.85	5,371.01	5,371.01	7,555.79	7,555.79	5,259.45	5,259.45
Losses:								
Expense (inventory).....	3.14		1.37		2.06		7.58	
Interest.....	14.16						16.11	
Net loss.....		3.76						6.75
Gains:								
Interest.....		13.54		13.53		18.51		16.94
Net gain.....			12.16		16.45			
	17.30	17.30	13.53	13.53	18.51	18.51	23.69	23.69
DUNBAR SCHOOL BANK.								
Resources, cash.....	244.00		372.08		995.70		614.14	
Liabilities, deposits.....		244.00		372.08		995.70		614.14
	244.00	244.00	372.08	372.08	995.70	995.70	614.14	614.14
EASTERN SCHOOL BANK.								
Resources, cash.....	863.03		1,085.22		227.92			
Liabilities:								
Deposits.....		\$60.28		1,082.47		225.17		
Present worth, cash.....		2.75		2.75		2.75		
	863.03	863.03	1,085.22	1,085.22	227.92	227.92		
Losses, expense (inventory).....								
Gains:	2.00							
Commissions.....		1.48						
Loss and gain.....		.52						
	2.00	2.00						

During the year the Armstrong School Bank conducted a branch bank at the Garnet School. This branch bank had 394 depositors, resources in cash of \$321.88, and liabilities to depositors of \$321. The funds in this bank are protected by surety bonds given on behalf of the banking officials in the sum of \$3,000.

Branch banks conducted through and under the direct supervision of the Business School Bank were located at the Cleveland School and the Wilson Normal School. The depositors in these banks were carried on the ledgers of the Business School Bank.

RED CROSS COLLECTIONS.

In accordance with the authority granted by the Board of Education at the meeting held on April 18, 1917, this office has received from the teachers, parents, and pupils of the public school system and forwarded, through the secretary of the Board of Education, to the chairman of the finance committee, District of Columbia Chapter, American National Red Cross, the sum of \$4,231.14.

This money was raised by voluntary subscriptions of teachers parents, and pupils for the patriotic war service fund of the American

National Red Cross to be used to furnish volunteer aid to the sick and wounded of the armies in time of war and to render civilian relief for soldiers' families and other noncombatants.

Contributions and subscriptions were received from the following sources:

Normal schools:

Miner Normal School.....	\$118. 07	
Wilson Normal School.....	134. 00	
		\$252. 07

High schools: Dunbar High School.....		9. 52
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Vocational schools:

O Street Manual Training School.....	15. 00	
Smallwood Manual Training School.....	7. 80	
Annual memberships.....	6. 00	
Buttons.....	. 25	
		29. 05

First division:

Adams School.....	26. 68	
Addison School.....	30. 00	
Brown School.....	2. 00	
Conduit Road School.....	2. 00	
Corcoran School.....	27. 50	
Curtis School.....	17. 10	
Dennison School.....	26. 06	
Eaton School.....	41. 69	
Force School.....	166. 20	
Hyde School.....	28. 00	
Jackson School.....	23. 00	
Reservoir School.....	2. 60	
Tenley School.....	12. 57	
Threlkeld School.....	6. 29	
		411. 69

Third division:

Brightwood School.....	32. 91	
Brightwood Park School.....	15. 54	
Cooke School.....	204. 60	
Hubbard School.....	50. 45	
Johnson School.....	108. 09	
Monroe School.....	42. 30	
Morgan School.....	28. 50	
Park View School.....	70. 00	
Petworth School.....	91. 00	
Powell School.....	135. 11	
Ross School.....	178. 83	
Takoma School.....	87. 75	
West School.....	120. 00	
Woodburn School.....	45. 03	
Annual memberships.....	153. 00	
Contributing memberships.....	19. 00	
Subscribing memberships.....	36. 00	
Sustaining memberships.....	10. 00	
Buttons.....	13. 00	
Pins.....	11. 00	
		1, 452. 11

Fourth division:

Franklin-Thomson School.....	\$54.35
Henry Polk School.....	20.88
Webster School.....	20.15
1322 Maryland Avenue NE.....	1.00
25 Fifth Street SE.....	3.00

\$99.38

Fifth division:

Abbot School.....	12.01
Arthur School.....	20.63
Blake School.....	15.30
Brookland School.....	16.25
Cleveland School.....	9.16
Eckington School.....	40.00
Emery School.....	125.21
Gage School.....	44.00
Gales School.....	16.25
Langdon School.....	35.10
Seaton School.....	22.01
Twining School.....	21.60

377.52

Sixth division:

Contributions from pupils (detailed statement not furnished).....	177.20
Contributions from teachers (detailed statement not furnished).....	111.50
Annual memberships.....	47.00
Subscribing memberships.....	2.00
Hayes-Blair Parent-Teachers' Association.....	2.50
Pins.....	1.00

341.20

Seventh division:

Brent School.....	18.35
Carbery School.....	17.25
Dent School.....	4.70
Edmonds School.....	25.43
Hiltou School.....	15.00
Maury School.....	20.25
Peabody School.....	13.47
Wallach-Towers School.....	63.00

177.45

Eighth division:

Bowen School (S. J.).....	11.13
Bradley School.....	15.43
Fairbrother School.....	9.15
Grant School.....	16.00
Greenleaf School.....	9.55
Jefferson-Amidon School.....	19.74
Toner School.....	7.64
Van Ness School.....	16.56
Weightman School.....	9.00
Annual memberships.....	60.00
Buttons.....	1.75

175.95

Ninth division:

Bryan School.....	\$25. 00
Buchanan School.....	18. 11
Congress Heights School.....	23. 00
Cranch School.....	14. 50
Ketcham School.....	18. 50
Lenox School.....	12. 45
Randle Highlands School.....	15. 11
Stanton School.....	3. 25
Tyler School.....	13. 31
Van Buren School.....	18. 05

 \$161. 28

Tenth division:

Briggs School.....	6. 83
Chain Bridge School.....	1. 00
Garrison School.....	70. 25
Magruder School.....	56. 37
Montgomery School.....	10. 34
Phillips School.....	27. 51
Reno School.....	5. 20
Stevens School.....	100. 05
Sumner School.....	20. 07
Wilson School.....	31. 00
Wormley School.....	33. 00

 361. 62

Eleventh division:

Bruce School.....	15. 75
Bunker Hill School.....	1. 81
Cook School.....	32. 00
Fort Slocum School.....	1. 25
Garnet-Patterson-Phelps School.....	92. 24
Langston School.....	7. 31
Military Road School.....	11. 00
Mott School.....	36. 56
Slater School.....	30. 00
Supervising principal.....	5. 08

 233. 00

Twelfth division: Contributions from teachers and pupils (detailed statement not furnished).....

127. 89

Thirteenth division:

Birney School.....	\$7. 00
Bowen School (Anthony).....	2. 24
Cardozo School.....	5. 17
Syphax School.....	7. 00

 21. 41

 Grand total..... 4, 231. 14

OFFICE WORK PERFORMED.

The volume of the routine work of this office is exceptionally heavy, as the following memoranda of the main work for the year will show:

Number of pay rolls prepared, audited, and submitted to the auditor for the District of Columbia.....	145
Number of requisitions prepared and submitted to the purchasing officer for the District of Columbia.....	1, 149
Number of vouchers audited and approved.....	3, 241
Number of requisitions on storehouse examined and transmitted to custodian..	6, 141
Number of appropriation accounts, building accounts, substitute service accounts, nonresident accounts, etc., opened and posted.....	1, 419
Number of requisitions, invoices, and schedules of expenditures received, verified, and approved.....	20, 402

The efficient and valuable services rendered by the clerks in this office deserve official recognition and commendation. It has required constant and untiring effort to dispatch this great volume of business, and the service has been performed most efficiently and cheerfully by the members of the force of this office.

I desire to call attention to the small salaries paid the employees of this office. The majority of these salaries are less than \$650 per annum. The work of the office is highly specialized, and it is almost impossible to replace clerks who resign from the service to accept more desirable positions in other branches of the Government. The salaries paid are scarcely living wages, and it is earnestly recommended that every endeavor be made to secure increased compensation for the clerks in this office.

It is also recommended that a substantial increase in the size of the office force be made. The work grows steadily with the growth of the school system, and in order to effectively handle the great mass of papers which pass through this office during the course of the fiscal year and to expeditiously secure delivery of material to the classes it is necessary that additional clerical help be secured.

In submitting this report I desire to acknowledge the cooperation I have received from the officers and other school employees.

In conclusion, permit me to express my appreciation of the unfailing courtesy and support I have received from you.

R. O. WILMARTH,
Chief Accountant.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE BOARD OF EXAMINERS FOR THE WHITE SCHOOLS FOR THE SCHOOL YEAR 1916-17.

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: This report will consider the work of the board of examiners under the following heads:

- A. Examinations.
- B. Placing of teachers and longevity increases.
- C. General work and conclusions.

A. EXAMINATIONS.

I. Public school examinations: Total number of applicants examined, 179; passing, 114.

(NOTE.—The above does not include numerous examinations held throughout the year to qualify teachers for temporary appointments.)

(a) Day schools: Total number of applicants examined, 137; passing, 91.

The following is a copy of the "dates and subjects of examinations" contained in a circular issued July 1, 1916:

DATES AND SUBJECTS OF EXAMINATIONS.

1. Wednesday and Thursday, December 20 and 21, 1916.
High schools only: All special subjects. No others.
2. Wednesday and Thursday, April 4 and 5, 1917.
High schools only: All academic and scientific subjects except (1) commercial geography; (2) English; (3) Greek; (4) Latin; (5) mathematics; (6) stenography and typewriting,

(NOTE.—Special examinations will be ordered if necessary.)

In accordance with the above two regular examinations were held, viz, December 20-21, 1916, and April 4-5, 1917. Special examinations were held as indicated below.

(NOTE.—The first number in the parentheses below indicates the number of applicants taking the examinations; the second, the number passing.)

1. REGULAR EXAMINATIONS (53—32).

1. Examination of December 20-21, 1916 (17—13).
High schools (17—13): Art (6—6); art and art metal (1—1); music (2—1); machine shop and foundry (1—0); pattern making and turning (1—1); domestic science (2—2); physical culture (1—1); domestic art (3—1).¹
2. Examination of April 4-5, 1917 (36—19).
High schools (36—19): French (5—2); Spanish (3—2); German (3—1); history (12—7); physics (4—3); chemistry (2—1); biology (2—1); applied arithmetic (3—0); commercial law (1—1); electrical construction and machine shop (1—1).

¹ Eligibility of two pending.

2. SPECIAL EXAMINATIONS (84—59).

1. Examination of December 20-21, 1916 (37—26).
 1. High schools (5—3): Spanish (5—3).
 2. Elementary schools (32—23): Art (5—5); domestic art (6—2); domestic science (6—5); manual training (7—4); music (5—5); physical culture (3—2).
2. Examination of October 25, 1916: "Teachers not otherwise provided for" (15—13).
High schools (15—13): Swimming (8—6); music assistant (7—7).
3. Examination of March 15-16, 1917 (20—16).
High and normal schools: Group A to group B (20—16).¹
4. Examination of April 19-20, 1917 (4—1).
High schools (4—1): Physical culture (4—1).

(NOTE.—This was a special examination to obtain a list of male eligibles to teach physical culture in the high schools. The written examinations were sent to the home towns of 10 suggested possibilities. Four took the written examination, but only one came to Washington for the oral examination and professional demonstration.)

5. Examination of June 8, 1917 (1—1).

Normal school (1—1).

(NOTE.—This was a special qualifying examination for a normal-school teacher.)

6. Examination of June 8, 1917 (6—1).
Miscellaneous (6—1); trade instructor in printing (6—1).
7. Examination of June 14-15, 1917 (1—1).
High schools (1—1): Domestic science (1—1).
8. Numerous examinations throughout the year to qualify temporary teachers.

(b) Night schools: Total number of applicants examined, 42; passing, 23.

1. Special examination of October 16, 1916 (42—23).
 1. High school (33—18): English (3—2); business arithmetic (2—0); chemistry (1—1); commercial law (4—3); mathematics (7—4); machine work (1—0);² millinery (4—0);³ sewing and tailoring (1—0);⁴ stenography (3—3); type-writing (6—4);⁵ wood turning (1—1).
 2. Elementary school (9—5): Foreign class (4—4); regular grade (5—1).⁶

II. Other examinations:

1. Firemen examinations (42—38).
 1. Examination of October 17, 1916 (16—14).
 2. Examination of March 20, 1917 (12—12).
 3. Examination of May 3, 1917 (14—12).

(NOTE.—Up to date, 135 men have been examined.)
2. Examination of candidates for appointment to West Point by the Commissioners of the District of Columbia.
Examination of December 19-20, 1916.
(NOTE.—Fourteen candidates took this examination.)

It is to be noted that 235 applicants were examined during the school year 1916-17.

¹ Thirty recommended to take the examination.

⁴ Excused; already a night-school teacher.

² Not eligible.

⁵ Two not eligible.

One excused; graduate of our own normal school.

⁶ Three excused; graduates of our own normal school.

B. PLACING OF TEACHERS AND LONGEVITY INCREASES.

One case only was the subject of inquiry from the auditor's office—the placing of a teacher of art and art metal work, who was admitted to the examination for a high school teachership under the decision of the controller as to the interpretation of “like qualifications.” The auditor's office, through a misunderstanding of the import of this decision, was inclined to deduct five years from years of teaching experience, following the analogy of eligibility because of an accredited normal-school diploma plus five years' experience in teaching in a high school. The board of examiners quoted this decision as the basis of its findings and the auditor's office yielded the point at once. The decision referred to is as follows:

I have taken this matter up with the Comptroller of the Treasury informally, and his view of the language of the act is that the words “like qualifications,” under the act of June 26, 1912, should be construed as synonymous with “equivalent qualifications.” This view is brought out and emphasized very clearly when an examination is made of the hearings on the bill which afterwards became a law, enacted into the foregoing language.

The comptroller further held that the board of education would be the only body authorized to construe this language, and that the construction to be placed by the board should be in the strictest and most uniform manner in order that it might be clearly determined that the qualifications required were at least “equivalent to” the qualifications required of a teacher in academic or scientific subjects in as far as practicable with respect to the subject to be taught.

The Comptroller further pointed out that a teacher appointed by the board of education, under its construction of the foregoing law, while a teacher in the high schools, would be appointed to teach only the specific subject to which appointed by the board—that is, that had been passed upon by the board—and if a teacher was to be appointed to teach any other subject she must qualify as to such subject; in other words, a teacher appointed as a teacher of one of the specific subjects could not be transferred to, nor would she be authorized to teach an academic or scientific subject, or any other subject except the one in which she had been certified as qualified by the board to teach. The certificate issued by the board authorizing a teacher to teach one of the subjects hereinbefore referred to should, therefore, clearly specify the particular subject to be taught by such teacher in the high schools.¹

C. GENERAL WORK AND CONCLUSIONS.

1. The consolidated circular of information as to all examinations which was prepared nearly two years ago, but which was held up for various reasons, was printed and distributed just prior to the Christmas holidays. It was necessary, therefore, to prepare a special circular for night-school examinations held October 15, 1916. This was the first examination by the board of examiners to establish lists of eligibles to teach in the night schools, and involved an extensive correspondence and a great number of personal interviews with the parties interested, nearly 150 in number. In spite of numerous

¹ Extract from a letter written Dec. 23, 1915, to Mr. Henry P. Blair, president, board of education, by the auditor of the District of Columbia.

difficulties the examination was conducted with extraordinary smoothness.

2. Many special examinations and qualifying examinations for temporary appointments were held during the year. This work in itself is becoming a serious burden, especially as a ruling of auditing authorities makes it necessary to "place" temporary teachers in salary even if the duration of service is only a few days. The labor involved in determining the "placing" salary is very great and is not justified in many cases by the results achieved.

3. The group A to group B examination was the third under this board of examiners, the other two having been held in 1907 and 1912, respectively. The character of the examination was changed in many respects in an endeavor to obtain the correct estimate of a teacher's worth. All human efforts, however, are fallable, and it is not expected that perfect unanimity will result from the plan of the examination or the findings of the board of examiners. The inclusion of the so-called special teachers in this examination for the first time added most materially to the difficulties of the board in arriving at a harmonious adjustment of conditions. There are many factors which interfere with an ideal method of measurement.

4. The necessity of establishing age limits for applicants is becoming more and more apparent, and would seem to be obligatory if the hoped-for pension law becomes a reality.

5. The practice which obtains in many systems of entering into contracts or understandings with their teachers (in some cases as early as the middle of May) to continue in the service during the coming school year has resulted very often in the loss to our schools of many leading teachers who desire to come to Washington.

6. The distance between the Central High School and the Franklin School has made serious inroads upon the time of the members of the board of examiners, which they can ill afford to spare, a condition which is accentuated by the fact the the first year in the New Central School has rendered uncertain the time for beginning the first period of our recitations in that building.

In conclusion, both Miss Simons and myself desire to express our appreciation for all the courtesies that have been extended to us.

Respectfully,

HARRY ENGLISH,
Secretary, Board of Examiners.

REPORT OF THE BOARD OF EXAMINERS FOR THE COLORED SCHOOLS FOR THE SCHOOL YEAR 1916-17.

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: I have the honor to submit the following report as secretary of the board of examiners for the school year ending June 30, 1917.

The following table will give some idea of the character, scope, and intendment of the work of the examining board for the current school year:

Subject.	Normal school.				High school.					Vocational school.			Night school.			Graded school.				
	Number applying.	Examined.	Passed.	Failed.	Number applying.	Examined.	Not reporting.	Passed.	Failed.	Number applying.	Examined.	Passed.	Number applying.	Examined.	Passed.	Number applying.	Examined.	Not reporting.	Passed.	Failed.
Agriculture.....										1						2				
Atypical.....										3										
Auto repairing.....										4										
Beauty culture.....					18	15	3	8	7	4										
Barbering.....					1															
Botany.....					1		1									4				
Carpentry.....					1								1							
Chemistry.....					2	2		0	2											
Clerk.....					2	1	1	0	1							3				
Domestic art.....					19	4	15	2	2							2				
Domestic science.....					15	5	10													
English.....					1		1													
Freehand drawing ¹					5	4	1	4	0											
French.....					10	3	7	3	0											
German.....					6	2	4	1	1											
History.....					3	2	1	1	1											
Latin.....					10	3	7	2	1				3			12				
Manual training.....					3											6	5	1	3	2
Mathematics.....					4	4		2	2	1						9	4	5		4
Miscellaneous.....					12	10	2	1	9											
Music.....					1															
Painting.....					4					1										
Physical culture.....					1	1		1												
Physical geography.....					12	10	2	1	9											
Printing.....					1															
Promotion from Group A, class 6, to Group B.....	2	2	1	1	1	1			1											
Qualifying examinations.....	1	1	1		8	8		8		4	4	4	2	2	2	4	4		4	
Sewing.....					3	1	2	1		1			1							
Spanish.....					4	2	2		2											
Stenography and typewriting.....										1										
Upholstering.....																				
Total.....	3	3	2	1	129	68	60	34	29	15	4	4	8	2	2	42	13	6	7	6

¹ Not completed June 30, 1917.

Total number of applicants for all subjects..... 197
Total number examined..... 90

In order to be capable and efficient and to dispatch the work of its office with credit to our school system and with justice to all, the examining board must be keen, alert, and active, ever keeping itself in touch with agencies of all kinds of information everywhere.

When it is remembered that the members of the examining board, consisting of the superintendent of schools and two heads of departments, have other most important duties to perform—the former, of course, with the great burden of the whole school system on his shoulders, and the two heads of departments associated with him on the examining board, having to plan and direct the work of their respective departments, teach two classes every day, take study-hall assignments in their buildings, and, in my own particular case, in addition to all this, look after all the apparatus in a large laboratory—I say, when all this is remembered, it is apparent that the task before the members of the examining board is nothing short of enormous.

While I have been on the examining board for only one year, yet I have experienced enough to see that it is both unfair and inequitable to require the heads of departments on the examining board to perform all this extra work without compensation; even for the extra expense necessarily incurred by them. I hope the Board of Education will find a way to correct this glaring inequality between services and reward.

Those who are opposed to examinations to determine the qualifications of candidates for positions often cite as examples such men as Thomas A. Edison, Booker T. Washington, Charles W. Eliot, Henry Ward Beecher, and others, who, early in life, were failures in passing written tests.

These may be the striking exceptions that prove the rule. Be that, however, as it may, all will agree that some standard of fitness for work in every field of human endeavor must be set.

The written examination as a standard is as good as any—taken all in all, perhaps by all odds the best. But by all means it is certain that, no matter what the standard is, it should be real, effective, and impartially applied.

This has been the slogan of the board of examiners for the year just closed, and, *deo volente*, will be its objective in the years to come.

Personally and on behalf of my associate, Dr. Harriet E. Riggs, I want to thank Supt. Ernest L. Thurston for his unselfish devotion to the cause of all the schools and for the charitable consideration with which he has treated us as his collaborators on the board of examiners.

Respectfully,

N. E. WEATHERLESS,
Secretary, Board of Examiners.

JUNE 30, 1917.

REPORT OF THE ASSISTANT SUPERINTENDENT OF SCHOOLS.

JUNE 30, 1917.

SIR: The year just closed has been one of even greater activity than usual. The unrest and awakening of the Nation to greater responsibilities has been reflected in the life of the schools. New duties have arisen to be met by the ready response which the schools should put forth when the needs of the city and the State are made manifest. Routine details have multiplied, but added demands have aroused added effort cheerfully given to meet the pressure of the momentous times in which we are living.

The work of the office of the assistant superintendent involves an almost endless variety of record keeping and organization concerned with matters of general management and direction throughout the school system; hence but a few of the matters of greatest importance can be included in a brief report.

The outstanding need in connection with school organization is an increase in the teaching corps in the high schools sufficient to make unnecessary the custom of detailing teachers at Class 5 salaries to teach in the high schools.

Many of our high-school teachers are carrying programs too heavy for the efficient work which we expect of them. A more serious condition is the fact that many of our classes are too large. There is a well-defined limit to the number of personalities which a teacher ought to be expected to meet and impress in the course of her work. The increase in the number of teachers has not kept pace in recent years with the student increase in high-school membership, and a decided effort must be made to secure a large enough increase in our corps of high-school teachers to cure this trouble of several years' standing.

Within the last few years our high schools are organizing on a much more efficient basis, and the introduction of a six-period program is giving a more flexible and economical organization.

The chief graded-school needs are for more teachers of manual and vocational subjects and better salaries for this group of teachers. Practically all of our special teachers have, in addition to their academic training, a special equipment in the subject which they are teaching. It is growing steadily more difficult to induce well-trained teachers in special subjects to enter our service, and the present salaries are an injustice to those who, through attachment for our people and city, remain in our service despite flattering offers to go elsewhere.

The serious aspect of this salary condition is most evident in the beginning salary at which the schools are expected to secure instructors in shopwork. For this work men are needed. They must possess the skill of trained carpenters and woodworkers, and in addition must have more than the academic attainments possessed by average tradesmen. The schools are able to offer a beginning salary of \$650 for this class of teachers. When the wage of a skilled carpenter is considered, it is evident that it is becoming rapidly impossible to secure desirable teachers for a work which is steadily growing in importance.

An advance in lines already well begun in vocational and trade instruction, the reduction in the average size of our graded-school classes, the increase in the number of coaching classes, a greater emphasis upon individual instruction, and the development of a method of instruction aiming to bring the beginning of some of the subjects now taught in the high schools into the upper grammar grades, are a few of the future developments which I desire to respectfully present for consideration.

In connection with his responsibility for general oversight of school activities the assistant superintendent must assume the responsibility of general direction of school exercises. The most noteworthy general effort of the graded schools this year was the music festival given in the auditorium of the Central High School.

The performance was given on two successive afternoons and was a most successful occasion both artistically and financially. The most gratifying fact in connection with the festival was that all the numbers on the program were songs taught in the usual course of instruction, with just enough general rehearsal to obtain a proper coordination of the various school units participating in the great choruses. The fact that so pretentious an undertaking could be carried to a successful issue with scarcely a perceptible interruption of the regular class work, is due to the energy and skill of the teachers of the music corps aided by a committee of teachers of the graded schools, who undertook all matters of business and stage management.

Another general school effort which should not pass unrecorded was the participation of 2,168 pupils of the graded schools in the formation of a human flag.

This exercise was in honor of the reunion of the Confederate Veterans and was presented upon the northern slope of the base of the Washington Monument. The appearance of the great mass of children and their inspiring rendition of patriotic songs formed one of the most noteworthy events of a historic week.

Each year it falls to the lot of the assistant superintendent to record the activities of the military department of our high schools.

Much has been said in educational circles both for and against military training in the high schools. The fundamental error of those who oppose military training seems to be that the matter is considered merely from a military point of view.

For 35 years Washington has enjoyed many advantages from military training in the high schools, because military instruction has developed naturally and always from the educational rather than the strictly military point of view.

Military instruction has been related to the school life and has remained under the direction of the educational authorities. A closer relation exists between a student's advancement in the military organization, his standing in studies, and his school character than exists between these factors and advancement in other forms of athletics. A spirit of noblesse oblige in relation to the school life and the school honor accompanies the wearing of the uniform, the chevron, and the shoulder strap such as can not be found in connection with any other school activity.

The year just passed has been an eventful one for the cadet corps. Capt. E. Z. Steever, United States Army, who so successfully inaugurated a number of new features broadening the scope of our military training, was transferred by the War Department to a larger field. Lieut. N. B. Briscoe, United States Army, was detailed as military instructor, succeeding Capt. Steever. The work begun by Capt. Steever has been ably carried out by Lieut. Briscoe. The interest of the students has been stimulated and a high degree of efficiency maintained.

The inaugural parade offered an opportunity for an impressive appearance of the cadet corps. They made a splendid showing in comparison with military schools that devote a large part of their time to military activities. The Washington High School Cadets formed the largest single unit in the parade and gave a satisfactory exhibition of what can be accomplished by military training in high schools.

It is a matter of great regret to all concerned with the work of our cadets that their uniform is not adapted to public appearances in cold weather. Within the near future it is hoped that a plan may be devised whereby capes may be supplied as a community undertaking. By this means the individual cadet would be called upon to defray but a fourth or fifth of the cost of the cape, which could be passed on to other cadets entering the corps.

The annual ceremony of the presentation of commissions took place in the auditorium of the Central High School on January 24, 1917. On this occasion the Hon. Newton D. Baker, Secretary of War, was the guest of honor and chief speaker. Other distinguished guests who were present were Senator George E. Chamberlain, chairman of

the Committee on Military Affairs, United States Senate, and Senator James H. Brady.

Unfortunate weather conditions made the annual review and parade impossible this year.

The thirtieth annual competitive drill was held at the American League Baseball Park on May 21 and May 22, 1917. The competition resulted in the award of first place to Company C, McKinley High School, commanded by Cadet Capt. Edmund K. Ellis; second place to Company L, Western High School, commanded by Cadet Capt. C. Edward Leasure; and third place to Company B, McKinley High School, commanded by Cadet Capt. John G. Byler.

Maj. Gen. George Barnett, commandant, United States Marine Corps, accompanied by his staff, acted as reviewing officer and presented the prize flag to the winning company.

A record of the cadet corps for the past year should include a recognition of the distinguished services rendered by the organization in connection with the war registration. These boys took the entire responsibility for furnishing directions to registrants, for the organization and direction of the awaiting lines of registrants, and for the performance of many duties as orderlies and assistants to the registrars.

From almost every precinct the services of the cadets were acknowledged in terms of high praise. Many of the cadets served from 6.30 a. m. to 9 p. m., and without exception they reported at their assigned posts and served with full appreciation of the solemn ceremony of which they were a part. Much of the success of registration day was due to the service of these lads who realized that they were doing their part in the dedication of young manhood to the service of our country.

More and more the High School Cadets are becoming an organized agency for civic service of a high order. The fact can not be emphasized too strongly that our cadet corps is more than a merely military organization. It is more nearly a splendid incorporation of a student body working toward high ideals and service through the orderly procedure of military organization.

The military instructor, with the cooperation of the assistant military instructor, Mr. Wallace M. Yater, has gathered the regulations of the organization into a concise manual for the use of the cadets. This manual will give a much needed standardization by formulating many regulations which have been hitherto matters of oral tradition.

The making of military training a required subject for all boys has been considered many times, but it has never seemed wise to do more than to insist that a serious reason should be presented by a student's

parent as a justification for the exempting of a student from service in the cadet corps.

That some serious physical training should be required of every high-school student for at least one year is certain; I believe that it would be entirely practicable to require every boy and girl in the first year of his high-school course to take part in group gymnastics. The exercises could be of the mass type and should include much of the foot movements and close-order drill ordinarily taken in the early part of the cadet training. The students could be grouped into companies and placed under the direction of advanced students as group captains. The cadet training could then begin with the second year of a boy's attendance upon the high school.

The advantage of this system would be that it would give to all pupils a thorough course in physical training which by group competition could be made of the keenest interest to the students. The course could be made compulsory, for the purchase of a uniform would not be involved and matters of size, physical weakness, and sex would not operate as a bar to service. As capable leaders in this work could soon be developed among the students as are now developed in military work.

The cadet corps would have from the beginning more mature and better developed boys than are now available and the work of the cadet organization would be much improved. Upon this well prepared foundation our military training could be treated as a full school subject for which credit toward graduation should be allowed.

In closing this brief report of some of the outstanding activities of my office for the year past I desire to express my sincere appreciation of your unfailing courtesy and consideration, which has meant much in periods of pressure in the midst of many exacting duties.

Respectfully,

S. E. KRAMER,

Assistant Superintendent of Schools.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF INTERMEDIATE INSTRUCTION.

JUNE 30, 1917.

SIR: I shall confine my annual report to a brief account of certain tests of the reading ability of pupils in the grades under my supervision.

Toward the end of the school year, in obedience to your request, certain standard tests in reading were given to approximately 1,000 pupils in the first nine divisions from grades 3 to 8, inclusive, and to about 500 pupils in each similar grade of the colored schools, making a total of about 9,000 pupils in all. This report covers only those given in grades 5 to 8 in the white schools, the other being included in the reports of Miss Marshall and Asst. Supt. Bruce.

The classes selected for testing were widely distributed over the city, and represented all classes of pupils.

The tests used were the standardized reading paragraphs, 12 in number, by Dr. Wm. S. Gray of the School of Education, University of Chicago; the Kansas silent reading test, Part I, given to grades 3, 4, and 5, and Part II to grades 6, 7, and 8, prepared by Dr. F. J. Kelly, of the University of Kansas; and Scale Alpha 1 and 2 for measuring the understanding of sentences covering grades 3 to 8, inclusive, by Dr. E. L. Thorndike, of Columbia University.

With the assistance of the supervising principals, I selected a group of 34 teachers from grades 5 to 7 and instructed them minutely in a series of four meetings in the methods of giving and scoring these tests.

The Gray oral reading test was given separately to each pupil, the examiner timing the speed of each pupil and marking the errors in conformity to explicit directions printed on the score sheets. This was not only a time-consuming work, but one which required a degree of alertness on the part of the examiner which had to be acquired with practically no preliminary experience. Each examiner took three or four mornings to finish her allotted task. The uniformity of the results shows that these amateur examiners did their work well. In instructing my examiners I received willing assistance from Dr. Gray, the author of the test.

The Gray tests consisted simply in ascertaining the ability of each pupil to correctly pronounce words at sight and recording the speed with which this mechanical part of reading was done.

The second of these tests, namely, the Kansas silent reading test is designed to show not only the comprehension of the problem by

the pupil, but also his ability to furnish correct answers in a period of five minutes. It was in fact a test of both speed and understanding, and in my judgment was one of the most exacting of the three tests and perhaps the one which indicated the most striking differences in the performances of the individual pupils.

The third test, namely, that of Thorndike for measuring the understanding of sentences, contained no element of speed, the time allowed being ample enough to practically eliminate that element.

The examiners found some difficulty in arriving at the method of scoring the results of the Thorndike tests, there being no printed instructions on the score sheets.

I append a tabular statement of the results obtained in the grades 5 to 8, inclusive, in each of the three tests given in the schools under my supervision:

ORAL READING TEST.

Grade.	Number classes above standard.	Number classes below standard.	Highest class score.	Lowest class score.	Grade standard.	Class average attained.	Class median attained.
Eighth.....	10	15	53.5	40.0	48	46.99	47.4
Seventh.....	8	19	55.3	39.0	47	46.10	45.5
Sixth.....	8	20	54.28	37.0	49	46.2	46.9
Fifth.....	13	16	53.1	37.5	48	46.7	46.7

KANSAS SILENT READING TEST.

Eighth.....	21	4	46.3	14.2	19.2	24.3	21.9
Seventh.....	20	7	27.8	9.3	16.5	19.4	19.9
Sixth.....	22	6	25.3	9.4	13.8	16.7	16.2
Fifth.....	23	6	20.3	6.8	13.4	15.7	16.3

THORNDIKE, ALPHA 2.

Eighth.....	17	8	8.52	6.13	7.50	7.63	7.80
Seventh.....	21	6	8.08	6.69	7.00	7.39	7.31
Sixth.....	25	3	7.74	6.26	6.50	6.96	6.89
Fifth.....	25	4	7.05	5.37	5.75	6.36	6.32

Several conclusions can, in my opinion, safely be drawn from a study of results attained by the pupils examined.

First.—Our pupils excel in interpretative or silent reading. Those of us who are familiar with the processes of teaching in the Washington schools during a score of years are not surprised at this showing. Thought getting and the expression of thought have been emphasized strongly by our teachers, and naturally this has been done somewhat at the expense of oral reading.

In the Kansas silent reading test an overwhelming number of classes scored above the standard. In the eighth grade 21 classes out of 25, in the seventh grade 20 out of 27, in the sixth grade 22 out of 28, and in the fifth grade 23 out of 29 were above the respective grade standards.

In the Thorndike tests for the understanding of sentences quite similar results were found. In the eighth grade 17 classes out of 25, in the seventh grade 21 out of 27, in the sixth grade 25 out of 28, and in the fifth grade 25 out of 29 were above the standards.

Second.—Our pupils are not up to the standard in oral reading—that is, in the mechanical art of word calling. The class averages, however, do not indicate any alarming falling away from the standard. For example, the eighth grade standard of the Gray test is 48, while the class average attained by our pupils is 46.99—practically 47, the class median being somewhat higher, namely, 47.4. In the seventh grade the standard is 47, while the average attained is 46.1, and the median 45.5. In the sixth grade the standard is 49. Here the class average is 46.2, and the median nearly 47. The fifth grade standard is 48, the class average 46.7, and the median the same.

It should be remembered, too, that speed is a factor in the oral reading test, and it will be well worth while in future analyses to determine to what extent a slow and hesitating manner of reading served to offset otherwise fairly creditable performances in the pronunciation of words.

Third.—Striking examples of overlapping of ability in individual pupils and classes were disclosed.

This means, of course, that the present crude system of grading pupils by ages must give place to one which takes into account the varying abilities of children of the same age.

One remedy for this condition lies, as I have frequently urged, in smaller teaching units and numerous coaching teachers scattered throughout the various divisions, thus making the teaching of individual pupils more nearly possible.

On the whole, I believe the experiment of the tests will prove to be fruitful of good, and ought to lead to the same or similar experiments in all the grades above the second.

I think their chief value will be to the individual teacher and her class. I doubt the wisdom of undertaking a series of tests designed to cover the entire school system, unless such a survey can be done under the direction of a single expert with all the machinery at hand for such an undertaking.

I believe, however, that after every allowance has been made for the inexperience of the examiners and the inevitable differences which occur when many persons attempt to do the same thing in exactly the same way within a given time, it is still possible to make a few sound generalizations, as has been done in this case, upon which to build plans for improving the teaching in definite lines.

Conceding, then, that this test has disclosed the need of attention to oral reading, and that our pupils are doing well enough on that

side of reading which has to do with content, or understanding of the meaning of words and sentences, the remedy is simple enough, and that is a more constant and intensive use of the reading books, and in this connection I shall be prepared before the opening of the schools to submit to you certain recommendations to this end.

Respectfully,

A. T. STUART,

Director of Intermediate Instruction.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF PRIMARY INSTRUCTION.

SIR: I submit my second annual report. Although the opening of school was delayed two weeks last autumn because of the prevalence of infantile paralysis, we feel that the work has progressed normally during the year and that the results obtained have been in no way impaired by the seeming loss of time. This is due in part to the week of meetings with the several officers and directors which preceded the opening, and in part to the splendid spirit of industry and cooperation characteristic of the teaching body of Washington.

SPECIAL WORK IN READING.

The primary department has made reading the special center of study and investigation in the first four grades. Certain partially experimental work has been done in order to make comparisons between methods now in use and those that may bring about greater efficiency in the teaching of this subject, and better results.

COMBINATION OF VARIOUS METHODS IN IA WORK.

In the beginning Ia work, one group of teachers used a combination sentence and phonetic method in which the story element dominated. As rapidly as possible the children were given sufficient preparation to begin reading books. The mechanical aspect of the subject was not the main one with them. The thought led the children until gradually reading power, and somewhat incidentally, mechanical skill, were developed. Another group of teachers began the Ia work by teaching the children the contents of the entire first book of the See and Say Phonetic Series now in use, before undertaking the reading of sentences and related thought wholes. Both groups have done excellent work.

Results from a quantitative standpoint alone were far in advance of those of last year. This is due to the methods used, to the kind of readers supplied, and to the enthusiasm and intelligence of the teachers doing the work. The success of the two methods already roughly outlined seems to point to the fact that no one method can be the best for all children, but rather that any method will vary with the needs and capacities of the pupils under instruction. Within the same class, one group may profit more by one method, one by another, or by a modification of either. Comparative free-

dom on the teacher's part in adapting procedure to classes or to individuals is particularly interesting in connection with children "repeating" the work of a grade. New beginning material, largely story readers, supplied a more natural stimulus to the children to overcome the mechanical difficulties of the art of reading than books based largely on the daily life of the child, which, however valuable for language work as far as content is concerned, appeal so little to the curiosity of the pupil, one of his chief aids in learning, that the necessary drill on mechanics is a dreary matter, wasteful of time and energy. More will be said of the new books later, but we wish here to express the deepest appreciation of the help even the limited supply has been this year.

EMPHASIS UPON SILENT STUDY IN THIRD AND FOURTH GRADES.

In the third and fourth grades emphasis has been placed upon silent reading and study, with the definite assignment preceding the study period as the chief aid. In the past, we have probably interpreted schoolroom reading too largely as a matter of oral rendition to the neglect of the study and discussion of the text essential to the best comprehension of it. This observation is borne out by the failure of children in other subjects, especially as they advance in the grades, because they lack power to interpret what they "read."

We have selected the assignment as the keynote to the situation. In it questions are asked of the pupil that will not only insure his understanding of the text, but will also stimulate him to do some independent thinking in the way of making certain deductions from and applications of what he has read. The assignment is discussed during the following recitation period by the children, the teacher acting as guide only when necessary. The pupils are encouraged to arrive at their own conclusions and to be prepared to defend them should their classmates disagree with them. In this we are striving for the ideal of the recitation as a democratic activity in which each member of the class participates for the development of all. We are trying to break away from the traditional receptivity of the pupil to the mandates of teachers and texts, as mandates and not as matters to which he should bring his own judgment and intelligence and to which he should personally react. We have only begun to realize the possibilities of this kind of work, but hope to develop skill to some degree during the coming year.

THE USE OF STANDARD READING TESTS.

In connection with this subject, and in pursuance of the policy of the administration to test definitely by standard measurements the work of the schools, reading tests were given in April. Early

in the year, through primary teachers' meetings, the purposes and aims of such tests were discussed and directions given to the teachers as to how to conduct preliminary work with their classes, not only to get an approximate idea of the ability of their pupils, but to help them as individuals to a sympathetic understanding of the tests themselves. This work was admirably conducted by a large majority of the teachers, who report tangible gains from it.

In considering the many standard tests available, we wished to select those that would give us information about the various aspects of the subject in the simplest way administratively. We chose the Gray oral reading test for the mechanics of the subject, such as word-mastery and rate; the Kansas City silent reading test for interpretation with a time limit, thereby involving the element of rate, and the Thorndike Scale Alpha II for the understanding of sentences. The last was practically without a time limit since the allotment exceeded the need of any individual. They were given in the B classes of Grades III to VIII, inclusive, in the white and the colored schools.

COMPARATIVE RESULTS MEASURED BY STANDARD READING TESTS.

The primary department is able at this time to report the median scores of its third and fourth grades. A further study and analysis of the individual papers would be most profitable and valuable in determining the strengths and weaknesses of our work. The amount of time and skill necessary for such a study is one of many arguments in favor of a bureau of educational research and measurement in Washington. The following are the median scores for our 3B and 4B compared with the standards:

	Gray.		Kansas City.		Thorndike.	
	III.	IV.	III.	IV.	III.	IV.
Standard.....	46	47	5	9.4	4	5.25
Washington.....	43.3	44.91	7.91	11.88	5.4	7.34

It is interesting to note further comparisons resulting from the use of the Kansas City test, based on over 100,000 scores:

Grade III-IV.

Kansas first-class cities.....	4.3	8.8
Kansas second-class cities.....	5.9	9.7
Kansas third-class cities.....	4.6	8.2
Total.....	4.9	9.0

Iowa.....	6.2	9.5
South Atlantic States.....	6.0	9.2
North Atlantic States.....	5.3	9.6
South Central States.....	4.7	8.4
North Central States.....	5.1	9.3
Western.....	6.1	10.6
Grand total.....	5.3	9.5
Standard.....	5	9.4
Washington.....	7.91	11.88

My observation of the reading in Washington and my belief in its excellence mechanically cause me to question the findings of the Gray test, pending further study of them.

In the first and second grades a limited use was made of a scale we based on the Haggerty standard vocabulary test. Our object was to ascertain the power of the child to read words. The results were most significant as to the character of instruction in the various classes, and suggestive of future procedure to the teachers. We plan to continue this work next year.

RESULTS OF STANDARD READING TESTS PARTICULARLY SIGNIFICANT.

One of the most startling and important results of all the testing has been the clear evidence of the tremendous variation of ability in the pupils of the same grade, indeed of the same class. For example, the Gray test is made up of 12 paragraphs graded to suit the average reading ability of the 12 years of the elementary and high schools, a paragraph to a grade. It was not unusual to find a fourth grade class in which one pupil could read all of the 12 paragraphs without an appreciable number of errors, and another in the same class could not read three paragraphs as well. Obviously both of these children are not where they belong. If the "average child" of the grade presenting these two extremes is doing work suited to his ability, that same work is far too easy for the one and far too difficult for the other. This is not an isolated case, but an illustration of a condition prevalent to-day in the public schools of the country. It is an unnecessary result of large classes and promotion according to time rather than ability. Reports of able people who have studied this situation show that:

One third of the pupils waste time by being in classes in which they know practically all the material that is being covered in the recitation period, and are able to perform all the tasks expected of them. Another third of the pupils waste time by being in classes in which they can grasp very little of the material and are able to perform very poorly, or not at all, the tasks expected of them.

One pupil out of every three is promoted too slowly and one pupil out of every three is promoted too rapidly. One pupil in every three could finish the eight grades in seven years or less, and one pupil in every ten could finish the eight grades in six years or less.

REORGANIZATION OF OUR GRADING SYSTEM NECESSARY.

The layman naturally asks why such a condition exists, and what is to be done about it. In reply to the first question, we have been classifying children according to average ability, or according to their ability in certain subjects we deem of primary importance. Either basis of selection is unscientific and fallacious. There is no such thing as average ability. A child may attain skill in reading, in arithmetic, in geography, or in all three, but it is no more possible to group these abilities than it is to so group any other number of heterogeneous facts. The cases of the two children already cited seem to indicate that even in the one subject of reading the classification has not been judiciously made. Possibly the child who did poorly made his way into the fourth grade by marked ability in some other subject, the one who did excellently is probably there because of equally marked deficiency in another subject. Meanwhile both waste the time devoted to reading, the one straining forward or becoming indifferent, the other having to make no effort and marking time, equally pernicious conditions from the standpoint of development.

As to how to better the situation, first, by standard tests and measurements the capacities of the individual pupils in each subject should be ascertained. These tests are not perfect or absolute, but at least they reveal comparative individual skill and deviation from the standard. Second, these results should lead to a classification according to the ability of the child in the subject to be taught in that class. Thus a pupil might be studying arithmetic in a second grade and reading in a fifth, perhaps another subject in another grade. We have isolated cases of this sort of thing in Washington. One unusually gifted 6-year-old child has been taking during the past year some studies in a second grade and some in a fourth. His play times were with a group that suited his stage of social development. In short, the organization was adjusted to fit the individual rather than the individual warped to fit the organization. We can make certain reforms in this direction at once by always dividing the same class or grade in one room or in a school, when there is more than one grade of a kind, on the basis of the ability of the pupils concerned. "Grade" is a meaningless term when it refers to an administrative scheme that does not correspond accurately and specifically to the capacities of the children. Promotion by subjects will be a distinct step forward, educationally, in our schools.

ACTION TAKEN ON LAST YEAR'S RECOMMENDATION.

In my report of last year I asked for three things: (1) Suitable reading material; (2) the regular employment of coaching teachers for children slightly retarded or otherwise needing special atten-

tion; (3) organized handwork for third and fourth grade boys to correspond to the sewing instruction given the little girls of these grades.

SUITABLE READING MATERIAL.

Besides some excellent new traveling libraries, we have had small supplies of many series of readers on trial during the last semester with the object of selecting from them for wider use next year those that best fit our needs. Even so small a beginning has had a very real effect upon the character and results of instruction in this subject. We hope that the report based upon these findings will lead purchases that will enable us to do much more.

COACHING TEACHERS.

The one coaching teacher we have been given in the primary department for temporary use in one overcrowded school confirms our belief in the advantage of such assistance. These teachers and the scheme of promotion suggested would be desirable from a financial standpoint alone. I discussed this consideration in my report of 1915-16.

INDUSTRIAL ARTS.

The need of handwork for the third and fourth grade boys has not been an issue during the year because of concentration of effort along other lines. Now, our desire is to have an organized course in industrial arts for the entire primary department, beginning with the Ia grade, that will articulate with the work of the upper grades. Our program is so almost purely formal that the children have little opportunity for this form of motor expression. One barrier has been the short, crowded school day in the first and second grades. Probably few cities in the country, particularly where the classes are as large as ours, have a three-and-a-half-hour day in these grades. One reason for the condition here is the necessity of two teachers and their classes using the same room in our small, inadequate school buildings. During the past year approximately 62 per cent of the teachers suffered from this handicap.

LARGER SCHOOL BUILDINGS.

Larger school buildings of 16 or more rooms would make possible a longer school day, a better curriculum, and a closer grading. The latter is a most important consideration. It would obviate the necessity of children of different ages and sizes occupying seats and using desks that can not be adjusted properly to both. The evils resulting from this lack of adjustment can hardly be exaggerated.

In this critical time, in the midst of uncertainties, one positive truth shines forth—the necessity of effectively equipping our children physically and mentally to meet problems of adult life that will inevitably come to them early. They must be prepared for their responsibilities. The need of every safeguard and stimulus to health and strength in training their minds is most imperative. Right ideals must be inculcated and held to as a priceless possession. Every recommendation, every effort of our schools, should be along these lines of physical fitness, practical mental efficiency, and high ideals.

THE MODEL TEACHING FORCE.

The depleted model teacher force has not been increased during the year. This department earnestly urges bringing the corps up to full strength as rapidly as possible. These teachers are an important part of our organization. I can not say too much in praise of their splendid efforts this year to do the work of a full corps. Their influence extends in many directions beyond their regular duties. In more than one division they have organized extension courses for their teachers that have been educative and inspirational. They are increasingly helpful to the teachers associated with them. They have done good work this year in the way of showing these teachers how to observe, and in planning times when their groups can watch several of their number teaching the same children.

THE VISITING LIST AS A MEANS OF OBSERVATION AND SUGGESTION.

During the year we compiled a visiting list of teachers of all four grades that others might profitably visit. They were grouped according to their special ability along instructional or administrative lines. They, too, have responded generously to the extra demands upon time and energy and have contributed largely to the results of the year. Special meetings have been held by me with a number of these groups that they might demonstrate in their classrooms some of the work we wish done. The visiting list will be revised each year.

REGULAR MEETINGS OF PRIMARY DEPARTMENT TEACHERS.

The primary department has held teachers' meetings regularly during the year. At some attendance was voluntary. This volunteer course was planned to meet the needs of individual teachers. The speakers were for the most part members of our teaching force. For such service we are indebted to Miss Marsden, Miss Johnston, Miss Brown, and Miss Hickman, and also to Miss Hardy, Miss Breen, and Miss Walker, of the Wilson Normal School. The assistants to the director, Miss Lind and Miss Arth, held two excellent meetings. In several meetings teachers have given demonstration lessons

with their pupils. We feel this sort of object lesson most valuable, and look forward to the time when a suitable place for such work will be provided.

I wish to take this occasion to indorse that part of the superintendent's report of 1915-16 referring to substitutes. We are constantly facing the need of extra teachers regularly fitted to take up the work of teachers who are absent for periods of time extending from one day to several months. The children suffer as a consequence. We would be glad to see trained teachers on the substitute force who would be subject to the same requirements as the regular classroom teachers.

In closing I wish to express my gratitude to my assistants, to the teachers who served so splendidly on the committee for administering and scoring the reading tests, to the Public Library for continued valuable assistance, and to the lecturers we have had during the year; Mrs. J. H. Comstock, of Cornell University, whose subject was "Nature Study"; Miss Lida Lee Tall, of Baltimore, who gave a most suggestive talk on the teaching of geography; and to Madame Louise von Feilitzsch, of New York City, for practical suggestions for proper enunciation and voice production. I also wish to thank the supervising principals and other school officers for their co-operation.

Respectfully,

EDITH MARSHALL,

Director of Primary Instruction.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF SUPERVISING PRINCIPALS.

DIVISIONS 1-9.

JUNE 30, 1917.

SIR: As the chosen representative of the supervising principals of the first nine divisions, I herewith submit the following report for the school year 1916-17.

The temporary distribution of buildings made a year ago, which resulted in the closing out of the second division, continued during the present year, but the assignment of the writer to the supervision of the night schools in October, 1916, led to the transfer of three buildings, the Abbot, Cleveland, and Twining, from division 4 to division 5. No other changes are noted.

The courses of study in English, arithmetic, history, and geography lost none of their popular favor in this, the third, year of their use, but the local surveys in geography and history resulted in a better understanding as to the educational values of the leading topics and to some extent influenced the adjustments of the work between A and B classes of the same grade. The discussions that followed the reading of the two survey reports at the meetings of the supervisors and directors, held in your office from time to time, were very helpful to all concerned, particularly your own summary of these important topics. It is hoped that you will be able to give an opportunity to the other survey officers to be heard upon their respective assignments at the very opening of the next school year, inasmuch as the conclusions reached at your meetings soon find their way into the smaller circle meetings and the round tables and not only interest all participants but have also a decidedly inspirational effect. It would seem advisable, therefore, to give this impetus as early in the coming year as possible.

In this connection, too, the suggestion is made that a more public presentation in the early fall of the results of the several reading tests held throughout the city this year be offered, in order that both officers and teachers may derive therefrom whatever lessons they contain and later use the same for the benefit of the children.

In addition to your meetings, the supervisors have held fortnightly conferences on educational and administrative matters in order that your policies might be carried out more effectually, without such discrepancies as are sometimes due to individual interpretation. At these conferences the assistant superintendent has

often presented his views and on many occasions we have listened to directors of special work, to visiting educators, and others.

Without going into details, I can say the year, from an educational viewpoint, has been a successful one, notwithstanding our late start and the many demands upon us on account of the declaration of war. Teachers and pupils have responded nobly to our call for their best efforts in keeping all lines of school work up to the highest standard. Industry and zeal overcame all obstacles and the work kept steadily onward to the end.

In addition to essentials as outlined in the courses of study, considerable stress was given to local history and geography, chiefly by way of correlation in order that the pupils might learn to love the District and to appreciate it as a municipality as well as the Capital of the Nation.

The new director of penmanship began her work about the beginning of the second semester. She first held a series of meetings for the teachers and later gave lessons in all divisions. Following the plan outlined last year, she sedulously endeavored to secure a writing motion and to place the proper emphasis upon teaching the fundamentals of the writing process, leaving it to the teachers to secure by systematic repetition that legibility and rapidity that grows naturally out of correct position, correct movement, and correct form.

The loss of 10 school days on account of the infantile paralysis quarantine led to the omission of the usual teachers' institute, but the lectures given after school hours by yourself and by Miss Tall, of Baltimore, supplied the desired inspirational effect, especially the one on the value of school visits. Many teachers availed themselves of the visiting privilege thereafter, and the improved character of their reports indicated a far better appreciation of the aim and purpose of their day's outing. The uplifting effect of talks such as these can not be overestimated.

Apart from educational work, the related activities have been numerous indeed. Red Cross work, teachers' clubs for improvement and study, home and school association meetings, reading circles, and others too numerous to mention have all served to make the year a memorable one. All organizations have been alert to arrange unusually attractive programs, so that both in school and out the teachers have been wide-awake and busy. Probably no year in the history of the schools has placed so great a tax upon the time of the teachers, but to their credit be it said that they have answered every call and been equal to every emergency.

It may be well to note, however, as an unusual event, that three of the important foreign war missions from our allies arrived in Washington at an hour such that, by an extension of the noon recess, the children were able to join in the enthusiastic welcome given by citi-

zens, thereby securing a most valuable lesson in patriotism and good will.

The bill for the retirement of superannuated teachers on part pay has not yet become a law. Its need is a great one. Probably no greater service could be done for the school system than to secure the passage, at the earliest possible moment, of the equitable bill prepared by the United States Efficiency Bureau.

"One of the most pressing needs in our school system to-day is clerical help in the office of the supervising principal." This statement in effect has appeared in nearly every school report since 1908-09, but no help has come and each year the work grows heavier. Its truth is greater to-day than ever. The office exactions are so burdensome that every supervisor has to secure clerical help at his own expense or work night and day, including Sundays, to keep all lines of his diverse duties in proper working order.

Permit me, on behalf of my colleagues, to thank you, the members of the board, and other school officials, for past courtesies and to express the belief that all departments of the system will exert themselves to respond to your commands and to pull together in the utmost harmony for the best interests of the children during these trying days of uncertainty prevailing since the alarm of war sounded.

W. B. PATTERSON.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE SUPERVISOR OF SPECIAL SCHOOLS.

DIVISIONS 1-9.

JUNE 30, 1917.

SIR: Before the opening of the special schools in September last, a conference of the teachers of all the special classes in the city was held at the Henry School and full consideration given to such questions as the absence of a syllabus, the high price of material for handicraft work, especially reeds and dyes, and the best methods to be followed during what we could foresee would be a crucial year.

The determination was finally reached to devote a little more effort to the mental work than heretofore, to emphasize especially all motor activities, including the various lines of physical training, and to defer the making of many baskets until some future time, substituting for that industry the making of brushes. This general plan has, during the year, been carried out with considerably more success than we had any reason to anticipate.

The stress laid upon the mental work in the ungraded schools has resulted in successful reactions. Very effective school work has been done in these classes in academic studies and at the same time the discipline has not deteriorated. Of course the handwork in these classes was not abandoned but simply temporarily diminished in quantity. I think I can say with safety that although the number of products was not so great, the quality was somewhat improved, particularly in bench work in these classes.

The enrollment in the ungraded classes has shown a slight increase, notwithstanding the fact that boys were returned to the grades from time to time, as they adjusted themselves to systematic effort.

In this connection I beg leave to especially commend the efforts not only of the school nurses toward improving the physical defects of these boys, but also the steady cooperation of the probation officers from the juvenile court. I think it can be said that in no previous year has the work of these two agencies been so effective.

Even in the atypical classes a trifle more emphasis was put upon reading, writing, and elementary number work than we have heretofore considered advisable. The results, of course, have not been so promising in this direction as in the incorrigible classes, but in selected instances unusual improvement has been noted, especially with those children who have undergone treatment for physical defects.

The exercises for motor development were given continuously, and at an early date announcement was made to the children that an athletic meet for all special schools would be held in June. With this meet in view the children paid more attention than ever before to physical training—practiced before school and at recesses, and even when alone in the school yard did what they could to prepare themselves for the future meet, which was held in June under the direction of Miss Belle Meyers. While it brought out but few stars, its chief value lay in the incentive which it gave to the children, whether of high or low grade ability, to put forth their best efforts. Several boys and girls who seemed absolutely hopeless developed wonderfully under these conditions.

Brush making has been our new and perhaps most interesting occupation this year. The three styles made were vegetable, scrub and dust brushes, the vegetable and scrub being made of tampico fiber and the dust brushes of horsehair. The work gives opportunity for valuable experiments in measuring and weighing material. The work, I feel, has been a success, especially the making of scrub and vegetable brushes. The dust brushes are more difficult, and only the high-grade children can manage the soft hairs. For children of medium ability the other brushes are made without difficulty. Next year we are anxious to try our hands at making the 18-inch sweeping brooms used by the janitors in the public schools.

Care has been taken to vary in a greater measure than usual the loom work, crocheting, sewing, and kindred occupations. This care has resulted in a better quality of work in several of the classes.

I regret to say that owing to the high cost of supplies we were compelled in all cases except the Morse to discontinue school lunches to those children who lived within a reasonable distance of the schoolhouses, even if their return to their homes was at considerable inconvenience. We did, however, in nearly all of our centers, continue to serve a hot luncheon to all those children who came from an unusual distance, particularly to those whose transportation had to be provided.

As to the matter of transportation, I beg leave to say that the associated charities has promptly allowed us a limited amount during the year, so that about a dozen children in all have been given car tickets. A smaller sum was also given us by the Washington Hebrew Congregation to provide for the transportation of certain children in whom the officers of the congregation were interested. No transportation or contributions came from any other sources except from the pockets of the teachers and personal friends.

The nongraded class at Tenley seems now to be understood and appreciated by the community. The parents of the children that are now undergoing training there have finally realized the advantages

offered by the segregation of special children. The building principal, Miss Walsh, and the teacher, Miss Luhn, unite in stating that considerable enthusiasm has been aroused in the neighborhood by the successful way in which the children have developed. The products made by them have attracted attention and comment has been made about the awakening of the children since they moved into their new quarters.

Space forbids rendering praise to all the special teachers and to the officers, parents, and friends who have in one way or another shown their interest in the special classes, but I can not close this report without referring to the help we have received from Dr. Moore's clinic at Providence Hospital and for the patient and careful work of Dr. Heitmuller when dealing with the more advanced cases of defective eyesight. Dr. Murphy has not only simplified but also expedited the method of making examinations of the possible candidates for the special classes or in helping children to overcome physical defects.

If you are able to increase the number of special classes next year, I think a nongraded class for the backward children of division 3 and an ungraded class for the wayward children in division 6 would be your best selections.

W. B. PATTERSON.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF SUPERVISOR OF SPECIAL CLASSES.

(DIVISIONS 10-13.)

JUNE 30, 1917.

SIR: I have the honor to forward report of special classes, 1916-17.

The lines of work pursued in former years were continued, with the addition of one or two new features in handwork. Brush making was successfully introduced into both ungraded and atypical classes. Steadiness of hand, patience, and continuous attention to the completion of tasks are very valuable to this type of pupil.

In discussions during meetings, the necessity of some follow-up plan was emphasized. Instructors are doing all that they can to keep in touch with those who have withdrawn to work. The magnitude of the task points to some social saving association to aid.

CLASSES FOR ATYPICAL.

The atypical class in St. Luke's Parish Hall was placed in the Phelps School at the opening, and the one in O Street Vocational School in Simmons.

It is a distinct advantage to have these children associate with normal ones at recesses and on playgrounds.

An additional class for atypicals was established at Stevens School to meet the need in a section with a great school population. Under the care and energy of the teacher this class rapidly increased. The schools throughout the city doubtless hold many children who need the special training furnished by these classes. The system, as well as the individual, would benefit by their assignment to instructors with small numbers.

The term "atypical" has unfortunately carried somewhat of a stigma, and objection is offered to placing pupils in these classes. The designation "opportunity class" might obviate this.

Two exhibits of work were held, one in Lincoln School and the other in Simmons. The accomplishment of superior handwork by these pupils amazed the visitors.

The devotion of teachers is worthy all praise. Helpless humanity sits before them, and to the uttermost they seek to lift, not by attempting the impossible but by having each do what in his power lies.

CLASSES FOR UNGRADED.

The standard attained in past was maintained. Limited numbers permit close relations with instructors, who can thus deal with the individual. Motor demands are well met by the character of the hand training. The work in these classes is true vocational preparation. The subjects in the ordinary classrooms are quite well kept up, so that boys often advance a grade and enter a higher class on return to former schools.

Despite the fact that truancy in ordinary schools is the chief cause of sending boys to the special class, attendance therein is often better than in the regular classes.

Tactful, successful inculcation of self-respect and self-control is the prime purpose. Among this class of boys the character of the training should count for more than the product secured. Skill, accuracy, patience are paramount.

The enrollment in the three classes reached 120. Eighty per cent were sent for truancy and 20 per cent for so-called incorrigibility. Sufficient self-control on a boy's part leads to his return to the regular class. During the year 40 per cent were returned, 15 per cent withdrew, 5 per cent were temporarily discharged, 1 per cent lapsed, and 39 per cent remained at end.

CLASS FOR TUBERCULOUS PUPILS.

In February in Harrison School a class for tuberculous children was established. Here are found kitchen and dining room in one, and rest a room, all on second floor.

The health department, through the chief medical inspector, and one specially assigned, gave careful attention to the class.

The enrollment aggregated 20 by the close of the term; transportation was given to pupils coming long distances.

Respectfully,

W. S. MONTGOMERY,
Supervising Principal.

To the SUPERINTENDENT.

REPORT OF THE CHIEF ATTENDANCE OFFICER.

JUNE 30, 1917.

SIR: Permit me to submit the report of the work done by the attendance office during the year ending June 30, 1917.

Two trips, one to Newark, N. J., and the other to Philadelphia, Pa., during the past year have meant much to me in my work, giving me as it has a broader outlook and a clearer vision of what a compulsory-education law in a city can and does mean.

We are but infants in the work in comparison to the cities I had the pleasure of visiting last winter, but I am happy to say I believe we are growing, and that the day will come when Washington will compare favorably in efficiency so far as compulsory education is concerned with any other city of its size in the country. Of course, this time will never come until more attendance officers are put on the work.

During the last year there has been a decided increase in the number of children reported to our office, but even so we know there are still hundreds of whom we never hear, at least, not for many years, and then the children from this number whom we do at last get are our greatest problem.

It is very distressing to those who are interested in children to feel that we can do nothing to further the education of children between the ages of 14 and 16, who are neither in school or at work, but are simply idling these precious years of their life away. If these children could only be compelled to go to school or else to work, surely this great educational as well as industrial waste could be prevented and thus be conserved for the future use of our Nation as well as by the individual.

I wish it were possible to have lunches (at a very low rate) in every school, but more especially do I wish we could have them in every ungraded and special school. The lunch room at the Morse School has meant much to its children, but next year it will mean much more, I am sure.

Owing to the war and the conditions it will bring next winter, a shoe and clothing fund as well would be a godsend to our children and a tremendous help in the enforcement of the compulsory-education law.

Again let me say that although there are many obstacles in our way, I believe we are growing, slowly it is true, but growing, nevertheless.

With many thanks to you and the board of education for the confidence and sympathy you have always displayed toward our work and to all others in the school system for their kindness and courtesy.

Report of the work done by the attendance office during the year ending June, 1917.

Truants:	
Male.....	543
Female.....	21
Absentees:	
Male.....	2,078
Female.....	1,033
Nonattendants:	
Male.....	71
Female.....	56
Visits to parents.....	3,370
Visits to schools.....	463
Visits to institutions.....	2
Visits in interest of work.....	357
Notices served.....	74
Court cases:	
Police.....	1
Juvenile.....	8
Before Mr. Clark.....	16
Reported to other agencies:	
Associated Charities.....	24
I. V. N. S.....	3
Board of Children's Guardians.....	11
Juvenile Court.....	54
Child labor.....	9
Mrs. Richardson.....	1
Police for location.....	4
Not located.....	177
Over and under age.....	211
Excused from school by doctor.....	5
Out of town.....	110
Sent to institutions.....	14
Reported from Immigration Bureau.....	22
Reported to police.....	4
Children returned to school.....	2,423
Total number of visits made during the year.....	4,192

Respectfully,

SADIE L. LEWIS,
Chief Attendance Officer.

REPORT OF THE CLERK IN CHARGE OF THE DEPARTMENT OF CHILD LABOR.

JULY 12, 1917.

SIR: I submit herewith a report of the child-labor department for the fiscal year ended June 30, 1917:

There have been issued during that period 727 employment certificates, as follows: Six hundred and fifty-six white children, over 14, of which 508 were boys and 148 girls; 71 colored children, over 14, of which 70 were boys and 1 girl. Work has been secured by them in department stores, offices, shops, groceries, markets, lunch rooms, factories, and on the messenger force.

Colored girls secure employment in private homes, the hours of which are not regulated by the child-labor law. A few have gone into the trades. A small number of boys have secured employment for Saturday and for a few hours after school. The inspectors have reported from time to time that the children are frequently changing their jobs. Washington not being a commercial city, there is very little to offer children under 16 years of age but the blind-alley occupations. During the month of June, but particularly since the close of school, more applications have been received than in years past. The Federal Government has employed children under 16, as messengers, in the departments where the work has been increased by the war; the American Red Cross also has employed children under 16 years of age.

There have been issued during the fiscal year 281 badges to children between the ages of 10 and 16 to engage in street trades, as follows:

One hundred and eighty-three to white boys and 98 to colored boys.

The ages average as follows:

White boys:

10 to 12 years.....	101
12 to 14 years.....	73
14 to 16 years.....	9

Colored boys:

10 to 12 years.....	41
12 to 14 years.....	40
14 to 16 years.....	17

The largest number issued are used by the boys in the sale of newspapers. After the sales are over, some of them sell chewing

gum during the early evening in the theater and moving-picture show districts. Fewer applications have been made for badges since the close of school this year. Many badges are generally issued to be used on hucksters' wagons, bread wagons, etc., during the summer vacation. Eight hundred badges have been in circulation during the past year; 500 renewed for the year 1917. One hundred have been purchased during the year from the miscellaneous trust fund deposits to replace those lost or broken. A payment of 25 cents is made before duplicates are issued. There has been collected during the past year \$44.50, which has been deposited to the credit of miscellaneous trust fund deposits, child-labor badges. With the co-operation of principals and teachers, 300 badges were collected from the children who had failed to renew them prior to the expiration date. Also, through the same source, \$10 was collected for badges lost.

Since January, through the medical inspection department, the children applying for permits and badges have been given a more thorough physical examination, as required under the law. The following defects have been found: Two hundred and fifty-one teeth, 31 tonsils, 4 enlarged glands, 7 heart, 43 vision, 7 hearing, 1 asthma, 2 adenoids, 1 chest, 4 nasal. The parents have been requested to have these defects corrected during a period from 30 to 60 days. Temporary permits have been issued pending the corrections. There is great need of follow-up work. Through the assistance of the chief medical inspector, this has been done in a number of cases. Temporary permits have been issued to 300 pending the corrections and 67 have had the necessary treatment.

Two officers only, detailed from the police department, have entire charge of enforcing the child-labor law. No appropriations have ever been secured to provide for this branch of the work. During the past two years the Commissioners have included in their estimates an appropriation for two inspectors, but it has never been granted. There is great need for a larger force of inspectors to handle the work of that department.

A model child-labor law for the District, framed after the one approved by the national committee, was presented to Congress about three years ago.

From time to time opportunities have arisen in which parents have been directed and assisted in changing home conditions. Advice and suggestions can always be given. A few cases have been reported to the Associated Charities for further help and adjustment.

I have the honor to make the following recommendations:

That appropriations be secured for a larger force of inspectors to enforce the child-labor law.

That a new compulsory education law be secured for the District, to include children between the ages of 6 and 16 years of age.

That appropriations be secured to provide for further vocational training for children over 14 years of age who have not completed the grades.

That appropriations be secured for more attendance officers.

Respectfully submitted.

L. C. RUGG.

Mr. E. L. THURSTON,

Superintendent of Public Schools, Franklin School.

REPORT OF DIRECTOR OF NIGHT SCHOOLS.

JUNE 30, 1917.

SIR: The public night schools opened on October 23, 1916, and were with one exception in operation for 25 weeks (75 nights), closing May 11, 1917. The foreign classes at the Thomson continued until June 1, 1917, making the longest period a public night class has ever experienced in the District of Columbia.

The schools this year were varied in character, two being high schools, four grade schools with native and foreign classes, four domestic science and art centers, two community centers, one an institutional training or coaching class, and one a trade school for printers' apprentices.

At the McKinley Manual Training School the enrollment ranged from 452 to 1,200. This is believed to be the largest enrollment of any year, all classes being above normal except that in mechanical drawing, which was affected to some extent by the increased cost of instruments. There were classes in algebra, geometry, electricity, chemistry, mechanical drawing, steam engineering, machine-shop practice, woodworking, millinery (beginners' and advanced), and tailoring. The head teacher in each of these departments prepared for me a carefully considered syllabus of the work he wished to accomplish during the winter and in most instances this wish was fulfilled. Some of these syllabi were so valuable that I hope you will be able to find the time to look them over and perhaps publish in pamphlet form.

At the Business High School classes were maintained in nine subjects under 20 teachers. These subjects were arithmetic, book-keeping, commercial law, English, elementary engineering and janitor service, penmanship, Spanish, stenography, and typewriting. These subjects had been taught before with the exception of Spanish and janitor service. The Spanish class was popular and nine members of the janitor class persevered to the end, receiving certificates of proficiency. The enrollment ranged from 350 to 1,400. The average attendance was good and would doubtless have been better had it not been for matters beyond our control. The street-railway strike, the demand upon many to enter the Government service, and the extra duties requiring evening work suddenly called for as war became imminent doubtless affected this particular school more than any other. I hope next year that we can close this school by the

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L. C. RUGG.

Mr. E. L. THURSTON,

Superintendent of Public Schools, Franklin School.

REPORT OF DIRECTOR OF NIGHT SCHOOLS.

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Easter holidays, can in some way provide textbooks, and operate so as to allow for two recitations of one hour each instead of three of only 40 minutes each. An outline of a course of study or at least a syllabus would not only aid the teachers, but also help to secure greater uniformity. A permanent system of records would enable us to give the pupils of the night schools the same recognition and credit as we do for day-school pupils. Again day-school pupils with incomplete courses could make up their deficiencies in the night school and receive credit for the work they had done.

The four grade classes were the Thomson, Madison, Jefferson, and the Wallach.

At the Thomson we maintained grades 5 to 8, several foreign classes in which most excellent work was done, two salesmanship and a citizenship class. From the latter a number of people were trained to pass the necessary examination to secure their naturalization papers. As the foreign element predominated, this line of work rather characterized the school. Meetings were held for foreigners and several entertainments given. A good feeling prevailed and the attendance, even during the extension time from May 11 to June 1, was most gratifying, the weather being unusually favorable at that period. The extra nights, however, should have been held from 8 to 10 instead of 7.30 to 9.30, as the foreign pupils, so late in the spring, did not, as a rule, reach the school punctually. The work in the salesmanship classes was very carefully outlined in advance and included talks on many important topics, such as scientific sales management, ability tests, principles and mediums of advertising, and business organization. Instruction was given in both inside and outside salesmanship and was continued successfully until May. It may be desirable next year to open one or more of these classes two nights per week instead of one. The principal of this school is desirous of starting an advanced class at the Thomson similar to the one at the Madison, thinking that such a class might be adapted to the interests of some of the foreigners. This is a matter to which I trust you will give consideration before another year.

The advanced class work at the Madison, particularly in business English, was a fairly successful one and in no way interfered with the operations of the high schools. The other classes at the Madison had the benefit of some excellent teaching. The work was exceedingly carefully planned by the principal and all the teachers interested. These plans were submitted to me for examination so the work at this center was decidedly more definite than is usually the case. Clearly definite grade work was successfully accomplished, some advanced work, and with this advanced class shorthand and touch typewriting.

At the Jefferson a most excellent citizenship class was maintained throughout the entire year. It was a pleasure to enter this class in order to see the earnestness with which its adult members strove to perfect themselves in English, civics, and American history. The other classes were well taught, but the work was largely individual as so many foreigners attended. A superior outline of the work was prepared by the teachers and submitted to me for examination and authorization. One from the fifth grade in that building received my special commendation.

From the Wallach School I have received few reports and outlines, either at the beginning or during the year. I tried to offset this, however, by frequent visits, especially at the first of the year. The attendance was extremely variable, particularly in the lower class, in which the teacher had to be changed twice. In the upper class, however, the very best of work prevailed so that I could see that the teacher knew what she was doing and had planned her lesson in advance. Some genuine progress was made in this room and the most earnest students attended until the close.

In the sewing classes plain sewing was taught at first, with the names and applications of stitches and the making of simple garments, undergarments, and aprons. Later, dressmaking was undertaken, a skirt and shirtwaist patterns drafted, plain and fancy waists and skirts made. At this stage some commercial patterns were used and personal problems given in dresses for children. The most advanced pupils received instruction in tailored seams and pockets and in certain lines of fancy work.

In millinery, hat frames were made and shaped, then covered. Hats were trimmed and lined after the making of flowers and bows and conventional ornaments was understood. These classes were so extremely popular that for a while waiting lists were established. In almost every instance two hats were made by each pupil, and in one case the student actually made five hats during the season.

In the domestic science classes there was at first the study of fire-making, water and temperature, then followed a discussion of the potato and a comparison of potato and rice. Vegetables were cooked and afterwards time was devoted to albuminous foods and the cooking of the same. Later, attention was given to salads, salad dressings, puddings, sauces, breads, biscuits, cakes, etc. In almost all instances canning lessons by the cold pack method were given toward the end. Of course the work in these classes varied to some extent, according to the needs of the class. Experienced housekeepers were given more advanced work than beginners.

Park View and J. O. Wilson were the two community centers. They conducted, at their own expense, many interesting activities tending to please and instruct their respective neighborhoods and

to stimulate every one to work for the common good. We were glad to cooperate by organizing public classes to work in connection with those organized and maintained by the community. At the former place, successful classes were established in millinery, sewing, cooking and music. With the exception of millinery, similar classes existed at the Wilson but some additional lines of music study were followed. Most cordial relations prevailed between the public and private classes and all united to promote community spirits.

At 218 Third Street NW. a class for girls was in successful operation for the entire season, two nights per week. Emphasis was given to arithmetic, reading, and spelling. Some handicraft work was accomplished, crocheting, embroidery, and basketry. Attendance ranged from 19 to 29. A steady demand for typewriting instruction arose toward the last at this institution and I think this should be granted another year.

A night class in printing was opened at the new Central High School January 24, 1917, under the temporary instruction of Mr. E. W. Lawrence. This class was in operation three nights per week, the pupils being for the most part employees of city printing offices. The attendance was satisfactory until the war conditions compelled city offices to be open at night, when it became necessary to replace a few by volunteers from a registration list.

There are a great many other important matters relating to the night-school affairs—especially to the restrictions placed upon us by the salary limitation, whereby we lose some of our best teachers unless remedial legislation can soon be secured—that I wish to bring to your attention in person at some future day, but do not think it advisable to mention them here but prefer to wait until you have time to give them full consideration, undisturbed by the closing events of the school and fiscal year.

W. B. PATTERSON.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF MUSIC.

JUNE 30, 1917.

SIR: The progress made during the past year in the music work of the schools of Washington has been marked by better tone quality, more attention given to individual effort, the work in sight reading greatly improved which is due largely to the fact that the grade teachers are becoming more familiar with the new course of study. All of this was clearly demonstrated by the children of the various grades at the recent music festival.

The work of each grade being a unit, and these units progressively arranged, we may confidently expect even better results from year to year. The teachers are making an earnest effort and are to be commended for the success already manifested by the work of the pupils.

There is a splendid spirit throughout the entire city. Every boy and girl seems to enjoy the music period and the limited amount of time allowed passes all too quickly. From the standpoint of real value to the pupils, touching as it does the physical, mental, and spiritual being, to say nothing of its close correlation with every other subject, it would seem that more time should be allowed for music and the children thereby be made stronger in every way. I therefore urge that an extra half hour a week be allowed for music; particularly would I advise this for the first six years.

INSTRUMENTAL MUSIC.

While vocal music is by far the most important phase of the subject as taught in our public schools, I can not refrain again calling attention to the recognized value and rapidly increasing introduction of systematic instruction in instrumental music which is sweeping over the entire country. I refer particularly to the study of orchestral instruments.

Many children who are fortunate enough to come from homes where the parents can afford to own a piano are taking private lessons. The great majority of children, however, are not so fortunate, and among this multitude are found many who are talented and anxious to learn to play some instrument.

It has been found to be perfectly practical to conduct large classes in ensemble playing and the inspiration and fascination manifested in all such classes amounts to genuine enthusiasm. Second only to the piano, the violin is the most popular instrument, easily learned and

inexpensive. Complete outfits costing from \$10 to \$15, make it possible for every child to be given an opportunity to learn to play, and in a very short time, under expert instruction, will demonstrate whether he is musical or not, and parents can be advised as to whether it would be wise to spend any money in their efforts to give the child a musical education. A practical illustration of this work was given at the Wilson Normal School, June 11, by a large number of pupils who have had less than one full term of instruction under Mr. Josef Kaspar, these classes being under the management of the Parent League Association.

The enthusiasm manifested by the parents of the children taking part was most pronounced and already many have begun to take private lessons. With the proper encouragement, this phase of public-school music will become a most important one and will enable each school to have a good orchestra. What we need at this time is teachers regularly employed to give instruction on various instruments, and I would recommend that the Board of Education employ one teacher for the white and one for the colored schools, whose entire time shall be devoted to this work.

I have been giving much time after school hours in developing and helping to create an interest among pupils and teachers, but the work has grown to such proportions that it is impossible for me to do what is really needed in order to make it a complete success.

THE HIGH SCHOOLS.

I note an improvement in the music work of the high schools, but until this work is made uniform and more systematic it is impossible to reach ideal conditions. This applies to both so-called junior and major music.

Suggestions as to a uniform and progressive plan will be made in a special report that I beg to submit for careful consideration.

EQUIPMENT.

Such needed equipment as conditions will allow, I have indicated in a special report.

With an earnest desire that the year to come may prove to be even more successful, I am,

Respectfully,

HAMLIN E. COGSWELL.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF DRAWING.

JUNE 30, 1917.

SIR: In other reports I have explained rather fully the basis on which the course of study is planned and have described at some length the ways in which it relates to the child's training. In this report I bring to your attention some features which belong to the drawing work, but are outside of the actual course of study, in the sense that they are not developed directly with the children in school hours.

A striking manifestation of this development outside of the school-room is seen in the many and varied methods by which art teaching is brought to the child—ways differing from and supplementary to the more formal classroom lessons.

One of the first of these indirect methods of reaching the child to which I wish to refer, is through meetings held with the teachers. A series of such meetings was held for all the grades from first to eighth, inclusive.

The eighth grade meetings were two in number for a review of the block-print color work. These were given at the request of some teachers and were entirely optional.

The meetings for grades 5, 6, and 7 were held for teachers new to the grade. As the subject was in each case the rather difficult construction work, the meetings were attended also by some teachers wishing to review the problems.

The meetings for the lower grades were attended by all the teachers of those grades. They were held in the assembly hall of the Franklin School, where the individual desks made it possible for each teacher to carry out for herself the steps in the lesson given by the drawing teacher. The work taken up in these grades was also based on the construction and was very entertaining in character. For instance, the furnishing of a doll's house was given to both first and second grades. Models of three rooms, prepared by the drawing teachers, were shown as illustrations, and many teachers expressed the fact that both meeting and illustrations had been most helpful and inspiring.

The problem for grades 3 and 4 involved the same sort of construction. It dealt with cutting and making a paper doll and its costume. A very interesting correlation with the history and geography was developed when the dolls were dressed in the costumes of the countries studied, or to illustrate historical characters.

Another phase of the work was a series of talks, of course on the big and beautiful subject of art, given by the director to the normal-

school seniors and to several of the upper-grade schools. Besides these talks, several were given by the drawing teachers to their upper-grade schools; one was given to the Twentieth Century Club, one to a class at George Washington University, and a number to parent-teacher associations.

Still another touch, to show the variety in the drawing work referred to, was given by an afterschool class in craft work, conducted by one of the drawing teachers, while another drawing teacher was paid the compliment of an invitation to contribute an article on a subject related to art education, which was published in a school quarterly.

An important and illuminating part of the work done outside of the schoolroom, included trips to the art gallery, sometimes with the director as docent, as the Normal School, eighth-grade Hyde and eighth-grade Thomson, and a number of times with the drawing teacher, as eighth-grades Emery, Tenley, Thomson, and Jefferson.

Each semester a great number of drawings is sent to the director, representing examples of the lessons from all the schools. This collection formed the source of various exhibits. Some of these were planned for the teachers to illustrate certain units of work. They formed a traveling exhibit which remained for a short time in each of several schools.

Larger exhibits were planned to be sent, on request, to other cities, one going to Wayne, Nebr., through the Federation of Arts. This one consisted of 108 large sheets of cardboard, 36 each, of nature, design, and pose work. The separate units were made up of examples from all grades, from first through high school, and in this way showed the continuity of the work and the gradual improvement in technique.

An exhibit of 36 of the large cardboard sheets was sent to the Eastern Art Teachers' Association in Philadelphia. This one was planned especially to illustrate the drawing course in the Normal School. It contained work of the normal-school students, supplemented by the children's drawings.

Besides regularly prepared exhibits of work, there come many requests from less-favored localities for examples of the work done here in Washington. Then, too, the regular teachers, especially when promoted to a new grade, ask for illustrations of some part of the course of study, so that the collection of material in the office of the director of drawing is a constant and helpful source of supply.

Respectfully,

ANNIE M. WILSON,
Director of Drawing.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

JUNE 30, 1917.

SIR: With the exception of some minor modifications in the details of the work there was no change made in our general plan during the past year. The accommodations were ample for the seventh and eighth grades, as well as for that amount of sixth-grade work which was undertaken last year.

The feature of the grade shopwork was the Red Cross work which was hurriedly crowded in late in the session, after the needs became known. It included the making of tongue depressors and arm splints. For the former waste material was used as it became available, and in this way the boys made about 15,000 depressors. For the splints it was necessary to have the material furnished by the Red Cross. Over 5,500 were made. Nearly every shop participated in this work and the spirit shown was most commendable.

In addition to the depressors and splints we prepared to undertake, next year, the making of bandage winders and crutches. The Smallwood vocational shop experimented with the former and several of the colored shops with the latter. These are good projects from the manual-training point of view. If I obtain the approval of the Red Cross, I propose to have made, also, a supply of arm and leg splints of different shapes and sizes, such as some of the manual-training classes in Canada have furnished acceptably to the military hospitals.

In response to the increased needs due to the expansion of the school garden work we made, during the last week of school, about 1,200 garden stakes. Plans for a closer and more regular cooperation in such work have been discussed and I hope to be able to have the shops render valuable and much-needed aid to the school garden work. These propositions to cooperate more fully with other departments of the schools will lead to readjustments and may raise questions affecting more than the manual training itself. It is perhaps better to defer their consideration until developments actually present them.

Still further progress at Lenox and Smallwood Schools can be reported. At the latter, especially, the print-shop equipment and the additional machinery enabled the work to be varied and expanded very successfully. Dressers and tables for the domestic science department furnished an excellent line of work for the shops and

provided needed equipment for that department at a low cost. The needs at present are for more teachers and more room and for one or more new lines of work if possible. A sanding machine and an oilstone grinder are the most important items of shop equipment which it is proposed to add.

There have been four machines ordered for the Lenox shop—a variety saw with boring and hollow chisel mortising attachments, a hand planer, a lathe, and an oilstone grinder. These will permit of a great development in the work, making it possible to give it a real vocational trend like that at the Smallwood School. If the shop for the Lenox boys is to be continued in the B. B. French Building, it may not be long before its needs will suggest the necessity of finding other quarters for some of the other work now accommodated there. This may not be necessary under the existing plan, but if the Lenox were to be reorganized on the plan of the Smallwood it should be one of the first steps.

Much time has been spent during the year in studying the problems presented by the proposal to extend largely the lower grade and vocational work. The actual execution of these plans will eventually have a far-reaching effect upon our seventh and eighth grade work and careful adjustments will have to be made. Another phase of the problem is the relation of the proposed extensions to part of the work already conducted by the drawing department. All these questions will call for careful team work in both planning and executing if proper coordination is to be shown in the results.

One improvement which I hope to see is the restoration in some manner of the "shop drawings" which we had for a number of years, but which were given up a few years ago. An inquiry among the instructors and extended attention to this single point have convinced me that a valuable element was lost when they were discontinued.

I feel that I must at least mention the question of salaries of the grade manual-training teachers. I do not propose to discuss it in detail because I believe that you do not require facts or arguments, at this late date, to be convinced of the urgent need of a decided improvement in this regard. I doubt if there is a more urgent need in the whole salary situation. These men, almost without exception, are supporting families, and the most casual examination of their present salary schedule should be all that is necessary to start a determined effort to improve their condition.

Respectfully,

J. A. CHAMBERLAIN.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE.

JUNE 30, 1917.

SIR: If I were asked to give the keynote of the instruction in this department for the past year, I would say it has been "make use of every scrap of food material purchased."

In the series of lessons given such points as the following have been emphasized: How to use stale bread in muffins, cake, and bread; how to use left-over breakfast cereals in like manner; how to extend the meat flavor; how to use the meat juices browned in the pan; how to use bones, meat trimmings, and tough end of steaks and chops; how to use as food the fat usually trimmed from the meat and thrown away; what foods to use in place of the high-priced staples; how to modify the ration, yet keep the nutrient standard; how to cut down the garbage by more careful preparation of the food, by close attention to the amount of food purchased, prepared, and served; also by emphasizing the individual's responsibility—to take no more on his plate than he could eat. We taught it was wasting food to do this.

All of these things we have taught in previous years, but the points were emphasized and lessons were planned to make these points prominent.

Several lessons were given in canning food material, even showing how to can the broth from meat and the pieces of meat left from a meal; also the part of a can of tomatoes left over, in order to save them.

Our instruction has always emphasized plain, simple dishes, but this year more than ever before have we taught the necessity for and the great value of plain feeding.

Regular meetings for outlining the work have been held, and, in addition, several special ones were called to discuss new phases of the work. There were three of special interest; one to study the problems of canning meat and vegetables by the one-day, cold-pack method advocated by the Department of Agriculture, one to study making bread from other materials than wheat flour, in order to save the wheat and make it possible for all to have a little; the other was for the purpose of discussing ways and means to awaken the interest of those at home and thereby make it possible for the pupils to have greater opportunity to try out at home the things learned at school. Only by frequent practice can experience be gained. One lesson a week for teaching the principles of cooking and feeding is about all

the school can give to the vast number of girls in the school, but, if the mothers will take the trouble to pave the way, many opportunities can be given in the home. Teachers will gladly go over points of the home work with the girls after regular class hours.

The work of the SB grade consists almost entirely of instruction in the preparation and service of meals. Since many of these girls do not go to high school, and, of those who go, so few elect the domestic-science courses, we increasingly feel the necessity for emphasizing this half year's work in the elementary schools. To make the instruction more effective, many meals should be prepared under the direction of the teacher, but this can not be done with the limited time, equipment, and money at our disposal. We continue to hope the time will come when this need will be recognized and provision be made to give the girl, in her last term in the elementary school, ample opportunity to learn the basic principles of feeding a family. Even then opportunity to prepare meals for the family at home must be made for these girls. They take pride in being allowed to do this, and by doing it gain independence, initiative, and power.

The bread contest was again a feature of the year's work. Again the Housekeeper's Alliance offered prizes for the best bread. These prizes were in the form of savings accounts in the various banks of the city. These accounts were opened in the names of the girls, but are controlled by the Alliance as trustee, thereby assuring to the girl a sum of money which will accumulate money until she is of age. The object is to teach thrift by saving in this way. A \$5 prize was given to the girl in each school division who baked the best loaf of bread in that division, and an \$8 prize to the one who baked the best loaf of bread in the city. In addition to these, the teachers of domestic science offered prizes as follows: Ribbon to the individuals who baked the best bread in each cooking center; banners for the school rooms where the girls making the best bread in each division were enrolled, and a cup for the building where the girl was enrolled who baked the best bread in the city. The cup was appropriately inscribed with the object, the date, the name of the girl, and the name of the building. This trophy must be contested for each year.

The high price of bread this year ought to induce many housekeepers to make their own. We hope the interest aroused during the contest will help bring this about. We close the year by making plans to help the home gardeners preserve their garden produce. Great interest has been aroused by the Department of Agriculture in the canning and drying processes. Several of us have responded to calls of groups of persons and have given demonstrations of canning food materials. Yet there are many who do not know how to put up their produce, so an effort will be made to reach these people

through the canning classes to be organized during July and August in connection with the vacation school. Many inquiries have been made, and we believe many persons will take advantage of this opportunity.

SCOPE OF THE WORK.

Under the designation of "domestic science" we include those branches of the great subject "home economics" which pertain to food material, the care of the home, and the welfare of the family. In the elementary schools we have four distinct lines of work. The first, and the one which is greatest in extent, is for the formal teaching of cooking, planning and serving meals, purchase and economical use of food, and the cleaning of the kitchens. For this we have equipped 30 centers for the first 9 divisions. These are furnished as big home kitchens. Classes of 15 pupils each are sent from the seventh and eighth grades for one lesson each week. The time allowed is 90 minutes. In two years there will be about 70 lessons.

The second line of work is known as the home-making course. Two centers are provided for this. One is a five-room apartment at 1201 K Street NE. and the other is a four-room house at 466½ Huntoon Place. These are furnished in simple fashion as the home of a family having about \$900 income. Here the girls of the 6B grade are taught the fundamental principles of furnishing a home, of cleaning and ordering that home; they are taught how to make the home attractive by simple handwork; how to launder the clothing, laces, embroideries, etc.; how to treat the simple emergencies, such as fainting, burns, and cuts; how to care for a sick mother or sister; and how to cook many simple dishes. They are also taught the fundamentals of personal hygiene and home sanitation.

The third line of work is the prevocational work which is given at the Smallwood and the B. B. French Schools. This work combines the two courses outlined. As the girls in these two places have more than one lesson a week, opportunity is given to teach many lessons embodying a single principle. Hence these girls will, when they leave the schools, be well trained to conduct a home and prepare the meals for a family.

The fourth line of work is for those whom we call the "special" children, who for various reasons need special attention and training. These children are taught, in so far as we are able to do it, how to make beds, sweep, dust, wash, iron, cook, serve meals, wash dishes, manicure nails, shampoo hair, and keep themselves clean. They learn to do only the manual side of home keeping.

Two high schools offer courses in domestic science, the McKinley Manual Training and the New Central High.

These courses include all that I have outlined for the elementary schools, but the work is given in a broader way and from the science instead of the manual side. Questions which are not within the comprehension of children in the elementary schools are brought up in the high schools. Menu making, first-aid measures, problems arising in the selection of a home, color and furnishings to be used in the home, house construction and arrangement, and laundry method and practice are some of the things studied in the high school. Considerable practice is given in cooking and canning food material and in planning and serving meals. Application of the sciences to the practical everyday life of the home is the keynote of the work for the high-school girls.

NIGHT SCHOOLS.

During the past year many of the centers provided for the elementary schools were opened at night for adults, that those who were over school age or otherwise unable to receive the instruction in the day schools might have opportunity to learn how to cook food and feed people. The work in these schools has been to teach how to cook, to purchase, and to use economically the staple articles of food material, how to plan meals, and the fundamental principles of nutrition and feeding.

Respectfully,

EMMA S. JACOBS, *Director.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF DOMESTIC ART.

SIR: I have the honor to submit the following report of the work of the domestic-art department of the public schools of the District of Columbia for the year ending June 30, 1917.

The aim of this department is to instill in the pupil, aside from a correct technique in sewing, principles of self-reliance, creative ability, economy, meticulous neatness, good taste, and especially an appreciation of the dignity and importance of manual work.

Interest in the whole subject is stimulated by giving to the pupils in class as broad a view as possible of the meaning of domestic art and of how inextricably it is bound up in its many branches with home-making. Effort is made to show the real value and meaning of patching and darning, of intelligent renovating and remodeling as well as appropriate and economical constructive sewing. Pupils are taught to feel at home with their tools and working materials by frequent talks, with class discussion, on the evolution and manufacture of needles, scissors, and other implements and the preparation for use of the various fabrics. Often one of the pupils will be delegated to quiz the class upon a recent talk from the teacher, and every effort is made to train the pupils to realize the significance of all they are asked to do.

On account of war conditions special emphasis has been laid during the past term upon inculcating habits of thrift in the pupils. Scraps left from cutting out work, formerly discarded, have been utilized as filling for surgical pillows, and old linen, donated by teachers and pupils, has been made into handkerchiefs, napkins, tray cloths, etc. Numbers of bags of various kinds have been fashioned from donated material. These articles have all been given to the Red Cross Society.

Owing to this special work, not as much time as in previous years was left for the usual sewing for charitable purposes, but the \$40 allotted by the committee from the "special school fund" for the purchase of materials was expended, and about 150 garments were finished and are to be turned over to Camp Good Will and the Baby Camp. If there might be some means of securing sufficient funds for supplies, this feature of the department work could be developed along much broader lines with advantage. The pupils have always shown the greatest interest in the making of full-sized garments to be used for a definite charitable object, and this spirit might easily be cultivated with great benefit to the individual pupil.

Following out the idea of conserving supplies, it is planned that as a part of next year's work the bean bags used in the lower-grade schools shall be recovered, when necessary, by the pupils in the sewing classes. The sixth-grade pupils, who have the use of sewing machines, will make the bags, the boys and girls in the fourth and fifth grade fill the bags with beans from the old bags and do the final sewing. A saving of approximately \$200 per year may be affected in this way.

The vocational schools are broadening their scope each year, and are found to be of increasing value to the pupils. The plant at the Smallwood School is particularly well fitted to meet the demands made upon it by that center, but it seems unfortunate that more of the schools in its neighborhood are unable to avail themselves of its advantages. This is also true of the Lenox Center in the southeast section, where the demand is for increased facilities. With a larger number of pupils to draw upon, larger classes of all-time pupils might be established, and this would eventually lead to the development of trade schools.

The work of the atypical classes during the year, while not yielding unusual results, has been of such character as to strengthen the belief in its importance and to justify the necessary outlay of time and effort.

The teaching force in the department has shown throughout the year not only their unusual earnestness in teaching but a constantly increasing breadth of interest. They have identified themselves with many of the school activities and have loyally undertaken any patriotic or philanthropic work after school hours in which it was possible for them to assist.

Several of the teachers are planning to take courses at summer schools to perfect themselves along the lines of their work, while all show a gratifying spirit of eagerness to improve their teaching ability.

I desire to append hereto an outline of the course of study in the elementary grades, together with the statistical report for the year.

Expressing my full appreciation of the cooperation at all times extended this department by yourself and other school officials, I am,

Respectfully,

MARGARET W. CATE.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE CHIEF MEDICAL AND SANITARY INSPECTOR.

SIR: I respectfully submit the following annual report of the work of the medical-inspection service for the school year 1916-17.

Up to November 1, 1916, the general direction of the work was under the supervision of a supervising medical inspector under the board of education, who devoted three hours daily to the work. In accordance with the provisions of the District of Columbia appropriation act for the fiscal year 1917, a chief medical and sanitary inspector was appointed on November 1, 1916, who was placed under the general direction of the health officer and who devoted his entire time to the work.

The daily clinic at the Franklin School was continued under the charge of the former supervising medical inspector. Records of the work accomplished at this clinic for the months of November and December during the period of readjustment were not regularly kept, but from January 2 to June 30 the following work was performed:

Examinations for work permits.....	887
Permits recommended.....	440
Temporary permits recommended, pending corrections of following defects—	
Defective teeth.....	293
Defective vision.....	70
Defective tonsils.....	67
Miscellaneous.....	9
Total.....	439
Permits refused.....	8
Total.....	887
Miscellaneous examinations.....	21
Vaccinations performed.....	175
Readmissions recommended.....	20
Miscellaneous interviews.....	33
Total cases handled.....	1,136

The work performed at the school clinic was practically confined to the examination of applicants for work permits and the revaccination of unsuccessfully vaccinated pupils. A systematic examination was made of all pupils referred for examination by the child-labor office and the juvenile court. Forty-nine and four-tenths per cent

of the pupils were granted a temporary permit for a period averaging about 30 days pending the correction of defective teeth, defective vision, defective tonsils, or other miscellaneous defects. The majority of these pupils had their defects corrected and permanent permits have been issued. In many of these cases the school nurses were assigned to assist in obtaining corrections.

After school closed an unprecedented number of children applying for work permits was referred for examination. Physical examinations were made daily at the Berret School, there being from two to eight inspectors, working one and a half hours daily, required to do this work.

The present clinic room at the Franklin School is not well suited or equipped for the proper examination of pupils. A suite of at least two rooms is needed, one to be used as a waiting room and the other as an examining room. This room should be equipped with running water, platform scales, and suitable instruments for making all necessary special examinations.

A summary of the work done by the medical inspectors follows:

Number of visits to school buildings.....	6, 646
Number of visits to homes of pupils.....	135
Total.....	6, 781
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Number of schoolrooms inspected:	
For sanitary conditions.....	3, 378
For general observation of pupils.....	8, 702
For detection of contagion carriers.....	1, 176
Total.....	13, 256
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Number of pupils given individual examination:	
For detection of physical defect, none found.....	1, 493
For detection of physical defect, treatment recommended.....	3, 692
To determine whether vaccinated, successful.....	3, 342
To determine whether vaccinated, unsuccessful.....	765
To determine the advisability—	
Of transfer to a special school.....	159
Of admission to normal school.....	387
Of issuing a work permit.....	720
Of readmission to school.....	5, 996
Of exclusion from school, exclusion recommended.....	1, 551
Of exclusion from school, exclusion not recommended.....	248
Miscellaneous examinations.....	509
Cultures taken.....	849
Vaccinations performed (including vaccinations done in school clinic)...	406
First aid.....	4
Total.....	20, 121

INTENSIVE WORK IN SELECTED SCHOOLS.

Systematic examinations to determine the physical condition of all pupils whose parents gave consent were made in the following schools: S. J. Bowen, Blake, Cranch, Hyde, Ludlow, Madison, Polk, Wallach, Wheatley, and J. O. Wilson. Unfortunately only a small percentage of the parents gave consent to have the examination performed, and in many cases the inspectors reported that the pupils having defects most in need of correction were not included in the survey. Full authority for the physical examination of all pupils is essential to the success of medical inspection. The need of systematic physical examinations is amply shown by the percentages of defects found among the pupils examined in this survey, since these percentages represent approximately the percentages of defects existing in all the schools.

A summary of the physical defects found is given in the following table:

Summary of physical defects, intensive physical examination, school pupils, 1917.

Schools.	Total.	Percent- age.
Number of pupils examined.....	601	.....
Pupils having no defects.....	44	7.3
Defects found, not successfully vaccinated.....	76	12.6
Nutrition.....	47	7.8
Anemia.....	23	3.8
Vision.....	199	31.1
Crossed eyes.....	7	1.3
Other diseases of the eye.....	28	4.6
Hearing.....	40	6.6
Discharging ear.....	8	1.3
Defective nasal breathing.....	103	17.1
Chronic nasal catarrh.....	49	6.4
Enlarged tonsils.....	123	20.4
Defective teeth.....	362	60.2
Enlarged glands.....	123	20.4
Pulmonary disease.....	8	1.5
Cardiac disease.....	30	4.9
Skin and parasitic.....	60	9.9
Orthopedic.....	50	8.2
Nervous system.....	22	3.6
Speech defect.....	7	1.3
Hernia.....	2	.3
Other ailments.....	37	6.1
Total.....	1,328	.....

Summarizing the above findings it is seen that 92.7 per cent of the pupils were found to be suffering to a greater or lesser degree from the various physical defects listed, averaging 2.38 defects per pupil. If defective teeth are not included the average number of physical defects per pupil is 1.73.

Eleven and six-tenths per cent of the pupils were found to be suffering from poor nutrition or anemia and would be much benefited by attendance on open-air schools, 31.1 per cent are suffering from defective vision, 6.6 per cent from defective hearing, 1.3 per cent

from discharging ear, 17.1 per cent from defective nasal breathing, and 20.4 per cent from enlarged tonsils. These are in need of treatment by eye, ear, nose, and throat specialists. The dental defects are considered under the work of the dental inspectors, but it is of interest to note that while the medical inspectors detected 60.2 per cent of the pupils who had carious teeth, the dental inspectors report 78.5 per cent. This difference of 18.3 per cent is due to a certain extent to the fact that the medical inspectors used no mouth mirrors or instruments to detect the smaller and obscure cavities.

Of the other defects found it is shown that 1.5 per cent are suffering from pulmonary diseases, 4 per cent from cardiac disease, 9.9 per cent from skin and parasitic diseases, 8.2 per cent from orthopedic defects, 3.6 per cent from defects of the nervous system, 1.3 per cent from speech defects, 0.3 per cent from hernia, 6.1 per cent from other miscellaneous ailments. All of these defects are in the need of proper attention, some presenting special problems which have never been adequately met. Among these might be mentioned the prompt and adequate correction of all visual and dental defects, the open-air school facilities for anemic and poorly nourished pupils, and the special training of pupils having speech defects.

Since this survey was made during the last two months of school and the school nurses were assigned to assist two or more inspectors, there was not sufficient time to follow up all the cases and secure the needed corrections. When school closed, all the nurses had a large number of unfinished cases which are being followed up during the summer months, and it is hoped that a large percentage of the defects reported will be corrected. The number of nurses employed is insufficient to do even a small portion of the work required in assisting in these examinations and following up the cases to secure the corrections.

Systematic physical examinations of all school pupils similar to that employed in the above intensive study should be made general so that each pupil is examined at least once each year. These examinations should be made to include the high-school pupils.

The only systematic physical examination of high-school pupils made by the medical inspection force was the examination of the candidates for the normal school.

The large number of cases of defective vision among these pupils uncorrected or improperly corrected by glasses and of defective teeth in need of proper attention in themselves shows the necessity of inspection for the detection and correction of these defects.

Eight per cent of the girls examined had cardiac defects, one-half of which consisted of well-marked valvular lesions. A similar proportion no doubt exists among the members of the high-school

cadets and the boys' and girl's athletic teams, so that the advisability of a cardiac examination for the protection of these pupils to prevent unwise overexertion and to insure proper treatment is very apparent.

The examination showed very conclusively that numerous physical defects which act as a serious handicap to the health and success of the individual are of long standing and might have been detected earlier and corrected if systematic physical examinations had been made and correction insisted upon in both primary and secondary schools.

TEACHERS' CENSUS OF PHYSICAL DEFECTS.

A census of defects common among school pupils was taken by the teachers in June, 1917. The summary of the number of defects reported follows:

Summary of teachers' census of defects of pupils in the graded schools, 1917.

[Itemized according to division in which they occur.]

Divisions.	White.		Colored.		Total.	
		Per cent.		Per cent.		Per cent.
Number of pupils in the division (taken from average attendance at end of first semester).....	29,369	.....	13,482	.....	42,851	.....
1. Poor nutrition.....	523	1.7	238	1.7	761	1.7
2. Anemia.....	739	2.5	271	2.0	1,010	2.3
3. Defective vision.....	1,967	6.6	786	5.0	2,753	6.4
4. Blind or nearly blind.....	30	.1	21	.1	51	.1
5. Squint or crossed eyes.....	279	.9	136	1.0	415	.9
6. Slight deafness.....	597	2.0	161	1.1	758	1.7
7. Moderate deafness.....	132	.4	45	.3	177	.4
8. Severe deafness.....	58	.19	9	.06	67	.01
9. Habitual mouth breathing.....	1,335	4.5	490	3.6	1,825	4.3
10. Chronic running nose.....	139	.4	81	.6	220	.5
11. Chronic cough.....	49	.16	35	.27	84	.19
12. Stuttering.....	325	1.1	250	1.8	575	1.5
13. Lispings.....	375	1.2	220	1.6	590	1.3
14. Crippled or limbs defective.....	254	.8	223	1.6	477	1.1
15. Stoop shoulders.....	760	2.5	350	2.5	1,110	2.5
16. Other defects.....	86	.29	3	.002	89	.2
Total.....	7,648	.....	3,319	.....	10,962	.....
Summary of items 3 and 4, defective vision.....	1,997	6.7	807	5.9	2,804	6.5
Summary of items 6, 7, and 8, defective hearing.....	787	2.6	215	1.5	1,002	2.3
Summary of items 12 and 13, defective speech.....	700	2.3	470	3.4	1,165	2.7

These defects have not yet been checked up by the medical inspector. This will be done during the coming school year. The percentage of uncorrected defects are high enough, 6.5 per cent of the children being reported as having defective vision, 2.3 per cent as having defective hearing, and 2.7 per cent as having defective speech, but with the exception of the percentage of defective speech reported they are not as high as the percentage actually found by the medical inspectors in the intensive examinations at the selected representative schools. A comparison of the percentage of defects reported by the

teachers with the actual percentage found by the medical inspectors follows:

Comparison of percentages of defects reported by teachers and of actual number found by medical inspector.

[Only the principal defects are included for comparison.]

	1917	
	Defects reported by teachers (taken from census of defects).	Defects found by medical inspectors (in intensive physical examination of selected schools).
	<i>Per cent.</i>	<i>Per cent.</i>
Poor nutrition.....	1.7	7.8
Anemia.....	2.3	3.8
Defective vision.....	6.5	31.1
Defective hearing.....	2.3	6.6
Defective nasal breathing.....	4.3	17.1
Defective speech.....	2.7	1.3
Orthopedic defects.....	1.1	8.2
Total defects reported.....	25.5	220.9

The above table serves to indicate that the teachers detect and report only a small portion of the defects actually existing, and many serious conditions will necessarily go undetected and uncorrected to the detriment of the child's educational interest as well as his physical welfare unless all pupils may be given a systematic medical examination.

The present system of medical inspection depends almost entirely on the teacher's initiative for the discovering and referring to the medical inspector the defective or ailing pupil. A large portion of the inspectors' time has been consumed in making visits to schools for the purpose of making examinations for the exclusion and readmission of pupils in connection with contagious diseases and vaccinations, and an insufficient amount of time is left to make many examinations for the detection of physical defects. The contagious-disease work requires frequent and irregular visits to all portions of the inspectors' districts and required the furnishing by the medical inspectors of considerable transportation for which no compensation is now allowed.

A division of the inspectors' duties giving the contagious disease work to full-time inspectors who should be provided with transportation, and assigning the part-time inspectors to physical examinations and noncontagious work would result in a more complete covering of the field than is now possible and would not impose excessive transportation requirements on the part-time men. To carry out this work as above suggested additional positions for both medical inspectors and nurses would have to be created.

WORK OF THE DENTAL INSPECTORS.

A summary of the work done, and the findings reported by the school dentists follows:

Work done by school dentists, 1916-17.

	White.	Colored.	Total.
Number of visits to school buildings.....	140	163	303
Number of pupils examined.....	4,144	3,855	7,996
Number of pupils with abscesses.....	81	1	81
Number of pupils with cavities.....	3,196	3,081	6,277
Number of pupils with missing permanent teeth.....	231	174	405
Number of abscesses found.....	93		93
Number of cavities, temporary teeth.....	3,448	3,270	6,718
Number of cavities, permanent teeth.....	6,348	7,080	13,428
Total number of cavities.....	9,796	10,350	20,146
Number of permanent teeth missing.....	318	474	792
Number of recommendations:			
Of cleaning teeth.....	2,992	1,275	4,267
Of filling cavities.....	9,756	9,880	19,636
Of regulating.....	1,035	163	1,198
Of extraction.....	1,692	3,759	5,451
Average number of cavities per pupil.....	3.0	3.3	3.2

¹ 1 per cent.

² 78.5 per cent.

³ 5 per cent.

The two dental inspectors' work is confined to inspections for the detection of dental defects and the recording of the defects found. Cards showing these defects and the treatment recommended are filled out by the inspector and given to each pupil examined who takes it to his parents for their action. There are an insufficient number of school nurses to assign them to the follow-up work for the dental cases. In the colored schools approximately 12 per cent of the pupils reported as needing treatment actually receive it. The number is not available for the white schools but a slightly higher percentage is believed to have their defects corrected as the result of these notices.

Seven thousand nine hundred and ninety-six pupils or 18.6 per cent of the pupils in the graded schools were examined by the school dentists during the past school year. At this rate it would take five and one-third years to complete the inspection of the graded schools alone, and much longer if the high schools are included as they should be. The result of the examination of the candidates for the normal school shows that uncorrected dental defects are more prevalent in the colored and less prevalent in the white high schools than in the graded schools, the average number of cavities per pupil being as follows:

	White.	Colored.	Total.
Normal school candidates.....	1.4	4.9	3.4
Graded school pupils.....	3.0	3.3	3.2

Seventy-eight and one-half per cent of the graded pupils examined had dental cavities, and a large percentage of these are left uncor-

rected throughout the pupil's school career. Attempts to have these defects corrected at the various dental infirmaries have proved to be disappointing. The dental students do not want to work on the children since the kind of work needed by them consists largely of amalgam fillings and cleaning, and in order to complete their practical course they must perform a certain number of the more complicated dental operations. These clinics are usually crowded and there are insufficient facilities for caring for the school pupils. In many cases the work of the dental students is not as satisfactory as that done by a competent dentist.

School dental clinics are urgently needed to give proper service to pupils needing dental attention. Suitable clinics should be fully equipped and located in convenient centers, separate clinics being maintained for white and colored pupils. Dental nurses should be provided in addition to the dentists and should be employed in inspections and dental prophylaxis.

WORK OF THE SCHOOL NURSES.

The work accomplished by the school nurses is shown in the following table:

Work of school nurses, school year 1916-17.

Number of visits to schools.....	2,594
Number of visits to pupils' homes.....	5,038
Original visits.....	2,355
Follow-up visits.....	2,683
Number of pupils taken to clinics.....	2,248
Original visits.....	1,133
Follow-up visits.....	1,115
Number of cases completed.....	1,778
Cured of defect (nurses' aid throughout).....	974
Treatment instituted.....	696
Abandoned, cooperation refused, pupil moved away, or condition irremediable.....	108
Number of interviews.....	16,814
With teachers.....	4,627
With parents.....	4,267
With pupils.....	7,920
Number of visits to cooperative agencies.....	315
Number of new cases referred to nurses.....	3,091
Results obtained by nurses:	
Cured.....	1,378
Treatment instituted.....	923
Cooperation refused.....	126
Improved.....	59
No defect.....	30
Moved.....	28
Total.....	2,544
Remaining cases.....	547
Number of cases referred to nurses.....	3,091

The principal work assigned to the school nurses is the following up of pupils suffering from various physical defects and the securing of correction. This work is exceedingly important, for without this follow-up system the results secured from the medical inspections would be very small. In addition to the actual visiting and advising of teachers, pupils, and parents, taking pupils to medical dispensaries, dental infirmaries, and hospitals, and making arrangement for their proper treatment, there is considerable clerical work required in the keeping of records. This work has been greatly increased by the intensive physical examination of pupils in which the nurses are required to assist two or more physicians, keep up the accumulating record, and follow up the numerous cases found in need of attention. At least one nurse is needed to assist each medical inspector in the physical examination of pupils and to follow up the cases found in his district. At the present time only a limited number of school districts have the services of the school nurses, and the number of known defective pupils needing attention is progressively increasing. Increasing difficulty is being experienced in securing the usual medical, surgical, and dental service at the various dispensaries and hospitals, due to a certain extent to the large number needing treatment and the gradual drawing of clinicians into the United States service. For a period of over a month, and for other shorter periods during the year, it was impossible to secure bookings for operative treatment for cases of adenoids and diseased tonsils at the hospitals. Much time has been lost, especially in attempting to secure dental and eye service at the infirmaries. The procedure necessary to secure the correction of visual defects requires three or four trips by the nurse and pupil to the dispensary for each case.

In spite of these handicaps a large number of pupils have been successfully treated as a result of the nurses' efforts.

SPECIAL SCHOOL CLINICS.

A special eye clinic was held weekly during the year by Dr. Heitmüller for the refraction cases occurring in his district. This work has proved most satisfactory, the pupils being served promptly and but one visit of the nurse and pupil being necessary to secure the complete refraction and the prescription for proper glasses. A school clinic for the refraction of pupils for the entire school service is much needed and should be established.

The statistics given above show that 31.1 per cent of the pupils in the graded schools are suffering from defective vision and 78.5 per cent from defective teeth. These constitute the highest percentage of any defects existing. The present free clinics and infirmaries are inadequate to secure the corrections needed, and the establishment

of school clinics would be not only to the interest of the efficiency of the service in conserving the health of the pupils but also to the highest interest of the pupils themselves.

CONFERENCES.

Monthly conferences of medical inspectors were held during the year and weekly conferences of school nurses. School dentists were summoned for conference also from time to time. Meetings were also held with the teachers and supervising principals of all the schools for the purpose of bringing about thorough cooperation in the administration of medical inspection, and lectures were given to the pupils of the Wilson and Minor Normal Schools on the subject of the medical inspection of schools. It is proposed that a course of lectures along similar lines be given again during the coming year.

OPEN-AIR SCHOOLS.

Two schools for tuberculous pupils were established during the year, one for white and one for colored pupils. Complete equipment necessary to provide proper nutrition, rest, and protection from cold had not been secured at the time school closed, but arrangements were made for the placing of the schools in good working condition by the beginning of the next term.

The number of known positive tuberculous pupils in sufficiently good physical condition to attend school is small, and there still exists considerable prejudice on the part of parents against the sending of pupils to these schools in spite of the campaign of education which was carried on by the school nurses in the homes of these pupils.

The results obtained at the two tuberculosis schools, even though incompletely equipped, show that much benefit was derived by the pupils from their attendance. Similar uniformly favorable results have been obtained at the open-air classes held at the Stevens and the Blake Schools warranting further extension of this type of school.

REGULATIONS.

The regulations governing the medical inspection of schools were originated about the time that medical inspection was first started in the Washington schools and before there were any school nurses or dentists employed. These regulations should be revised and additional necessary regulations added. It is proposed that this be done during the coming year.

Respectfully,

JOSEPH A. MURPHY.

REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

[Including report on vacation schools.]

JUNE 30, 1917.

SIR: I have the honor to report on special features of the year's work, which deserve special mention.

PHYSICAL TRAINING AN AID TO NATIONAL DEFENSE.

Just now, when we are facing war, the need of physical efficiency is strongly in the minds of the people. What we are now doing in the schools and what has been done in the past tends toward the making of strong men and women. Physical training as carried on makes for true military preparedness with the least disturbance of our peaceful ideals.

It is gratifying to note that President Wilson has openly stated that he "hopes athletic sports in schools will be continued as a real contribution to our national defense, for our young men must be made physically fit in order that later they may take the place of those who are now of military age and exhibit the vigor and alertness which we are proud to believe characteristic of our young men."

OUTDOOR EXERCISES.

Owing to the presence of infantile paralysis in the country at the time of opening schools in the fall, it was decided to begin the year's work with outdoor plays and games.

As a prophylactic measure the physical-training teacher took each class to the playground for the regular gymnastic lesson. The daily teacher was thus instructed in the management of outdoor work to the end that physical exercises were conducted in the open air during the early fall, and practically until cold weather set in. As the days grew colder many formed the habit of quickly putting on wraps when necessary.

ATHLETIC TESTS AND BADGES.

The tests for the boys are those of the Public School Athletic League and have been adopted in many cities of the country. They are minimum physical standards formulated by a committee of experts, and are as follows:

First test, for which a bronze button is received:

Chinning.....	4 times.
Jumping.....	5 feet 9 inches.
Running.....	60 yards in 8½ seconds.

Second test, for which a silver button is received:

Chinning.....	6 times.
Jumping.....	6 feet 6 inches.
Running.....	60 yards in 8 seconds.

Girls' test, for which an enamel pin is received:

Throwing basket ball.....	30 feet.
Running.....	50 yards in 8 seconds.
Balance-beam stunts.....	24 feet.

As a result of the trophy and percentage plan described later the number of badges given to successful athletes increased from 3,578 last year to 4,463 this year, making an increase of 885.

In most schools these badges were given before an audience of schoolmates and frequently of parents. The pupils are proud of their physical ability and of the buttons and pins which signify to all their successful efforts.

DIVISION ATHLETIC TROPHIES ON PERCENTAGE BASIS.

For the first time a trophy was given to the school building in each division which attained the highest per cent of pupils passing the first athletic badge test or part thereof. This included the girls' test, as well as that of the boys.

The per cent was based upon the total enrollment of pupils in the fifth, sixth, seventh, and eighth grades. Only grammar-grade pupils were eligible.

All pupils in these grades were tested, including those who received badges in previous years. Moreover, each pupil who could not earn a badge but could do one or two of the three events was given one-third of a credit for each event. Three such fractional credits in the school counted as one successful pupil.

The great value of the percentage plan as carried out was due to the fact that all pupils participated, thus reaching the many who most needed athletic training instead of only the few of special ability. By this method a constant effort was made to come up to the athletic standard heretofore adopted and keep the same when once attained.

The successful schools in each division with the per cent attained were as follows:

	Per cent.
Second division, West School.....	95.7
Third division, Tenley School.....	89.4
Fourth division, Henry School.....	81.3
Fifth division, Arthur School.....	73.7
Sixth division, Benning School.....	83.5
Seventh division, Hilton School.....	78.7
Eighth division, Van Ness School.....	77.6
Ninth division, Van Buren School.....	87.5

The trophy consisted of a large Flemish oak shield with appropriate silver mountings serving as a beautiful and permanent decoration for the school hall.

The West School, having made the highest per cent in the city, received the trophy of a handsome loving cup to be kept for the year.

All trophies were presented with more or less formality, many principals choosing Flag Day for the ceremony.

SPECIAL SCHOOLS.

There has been a steady growth in the work of the special schools, increasing with the years of training of both children and teachers. As a result of close study of the special child, teachers of these schools have strongly appreciated the educational, as well as the physical, value of the training given.

Under the direction of Miss Meyers an athletic meet was held at the Morse School on June 9 in which all the special schools took part. It was an inspiring sight to see the earnestness and delight of the participants. To secure from these children correct form in high jumping, broad jumping, hop, step, and jump, running, and balance-beam stunts meant more than the casual observer realized.

A banner for the highest number of points was won by the school at 25 Fifth Street SE., which scored 51 points. The Morse School came out second with 37 points, and the Gales School third with 21 points. Moreover, 45 badges were won and distributed.

The teachers spoke of the improvement in the physical condition of the children as a whole and of certain cases in particular in which the change was marked.

SUMMER-SCHOOL PLAYGROUNDS.

Twenty school playgrounds were open and conducted under supervision during the summer term of six weeks beginning July 1 and ending August 11, inclusive. Of these the following 12 white and 5 colored were supported by money contributed by all schools in the District, while 3 white were self-supporting:

White:	Teachers.	Colored:	Teachers.
Arthur.....	2	Magruder.....	3
Bowen.....	2	Phillips.....	2
Bryan.....	2	Giddings.....	3
Congress Heights.....	1	Langston.....	2
Cleveland.....	2	Birney.....	2
Henry.....	2		
Jefferson.....	4	Total.....	12
Ketcham.....	2	Self-supporting:	
Ludlow.....	2	Powell.....	5
Monroe.....	2	Langdon.....	2
Morgan.....	3	Force.....	2
Wallach.....	3		
		Total.....	9
Total.....	27	Grand total.....	48

There were also employed a supervisor of white schools, an assistant supervisor of colored schools, a supervisor and an assistant supervisor of industrial work, and 20 janitors.

Besides the above, the Jackson School Home and School Association supported a coaching school and the E. V. Brown School a carpentering class three days of each week.

This brings the total up to 54 teachers employed in summer work connected with the public schools. The entire amount of money expended for salaries of teachers and janitors was \$4,239, of which \$784 was for special schools privately supported.

ATTENDANCE.

On the basis of 34 morning and 29 evening sessions the total daily attendance on all grounds was 4,938, with an average daily attendance on each white ground of 249 and on each colored ground of 240. This total attendance would have been greater had it not been for six rainy sessions.

INDUSTRIAL WORK.

The report of Miss Tichenor, the supervisor of industrial work, shows that 3,319 different articles were made at a cost of \$462.55.

For the benefit of parents an exhibition of the industrial work on each ground was made at the end of the season. This showed that in educational training and results the money was well spent.

The manual-training work at the Powell School under the instruction of Mr. Daykin brought forth splendid results. Most beautiful and difficult articles in wood were made by the boys.

An interesting class was conducted by Mr. W. P. Hay at the E. V. Brown School, who specialized in the making of toys, such as wooden boats, kites, bird houses, stilts, etc.

The Home and School Association sent out invitations to all members to see the wonderful variety of this work, which was exhibited in the kindergarten room on the last evening of the school session and made of the affair a social occasion.

SUMMER COACHING SCHOOLS.

This summer nine coaching schools were established, five of which were supported from the general fund and four from private funds. These classes cared for children from fifth to eighth grades, inclusive. At the Powell School two teachers were employed, one for the upper grades and one for the lower grammar grades.

The total number of pupils enrolled in all classes was 252, of which 52 were colored and 200 white. The total number seeking to make up back work was 159, of which 129 were white and 30 colored.

The number promoted was 135, of which 113 were white and 22 colored. The total number seeking to advance a grade was 43, of whom 36 succeeded. Of those seeking merely to gain strength in regular work 36 were white and 14 colored, making 50 in all.

Respectfully,

REBECCA STONEROAD,
Director of Physical Training.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF KINDERGARTENS.

JUNE 30, 1917.

SIR: In looking back over a **year** of work in which no high lights are evident, it is well, perhaps, to remind oneself that progress in education is seldom made by leaps and bounds, but rather by a steady, continuous, forward movement. I feel that we may consistently claim this type of progress for our kindergartens during the past year.

The teachers are becoming increasingly alive to the current problems in education and are endeavoring to solve them by study and by practical experiments. Two of these problems, which we share in common with other branches of education, deal with the question of standards and tests and with the spontaneous group as contrasted with the formal, organized group.

Since the kindergarten has for its primary purpose the formation of character, we have developed certain tests and standards of excellence covering the habits to be formed and the attitudes to be awakened during a year of kindergarten training. These tests, however, are still in an experimental stage. An earnest effort is being made by the kindergarten world at large to agree upon certain minimum essentials in other lines of activity, notably motor control, the amount of free, oral expression and number concepts, which may be used as a basis for a closer correlation by primary teachers. We have just started to collect data which may be used to this end.

The question of standards of efficiency is a peculiarly difficult one in the kindergarten, for so few of our children remain a full year in the kindergarten, many of them having only one semester and some only a few weeks. This last group, although known as "kindergarten transfers," can not possibly in so short a time reach even a minimum standard.

The second problem, that of the spontaneous group versus the organized group, is being carefully and thoughtfully studied and experiments are being made by a limited number of our teachers. While the spontaneous group is not the rule in our kindergartens, it is frequently the exception, particularly when a genuine common interest dominates the group, the working out of which requires several days or even weeks. This was notably the case at the close of the year when the children were building a city in order that they might gain some idea of the interdependence of society and of the

numerous and varied factors which contribute to the social whole. The buildings were suggested from day to day by the children, the materials were selected by them, and the work was undertaken either singly or in self-selected groups. The Capitol, which was in the center of the city, was built by several groups of children, partly from memory and partly from a fine picture of the Capitol. Houses of many varieties were made and placed along the streets; stores, markets, churches, moving-picture shows, their own school building with the name over the door and a flag flying from the top, playgrounds, street cars—all were included in the final representation. Nor was the element of civic beauty forgotten, for the children insisted upon parks, and rows of trees line the streets.

The class work for the teachers this year commenced by a critical study of our own theory and practice in the light of present-day criticism, with a view to eliminate out-grown devices and mannerisms. Topics for discussion were selected from the recent book by Kilpatrick, "Froebel's Kindergarten Principles," and the teachers became so aroused that several voluntary groups were formed for a more intensive study of this critical review. Groups were also formed for the reading of several other books recommended by the director at the opening of the year. It was a gratification to see, through the lists of home reading submitted at the close of the year, that not only the recommended books had been read by practically all of the teachers, but a number of other helpful books and essays along educational lines.

Just before Christmas an exhibit of simple gifts to be made by the children was held at the Thomson School. This exhibit showed a surprising variety of practical ways for using simple materials and of applying the children's skill in weaving, sewing, painting, cutting, and also clay and construction work. The exhibit was followed by a talk by the director on "Industrial arts," showing that in the industrial end to be attained there should also be some provision for the esthetic values, that the children may gain some appreciation of the place which beauty holds in relation to industrial products.

In the early spring another class was opened for the benefit of assistants who, although newly appointed, had graduated several years ago from the normal school and who were consequently out of touch with the practical work. In this class the entire group of gifts and handwork was reviewed.

The present war conditions made it impossible for us to hold our annual play festival, as we could not secure the services of the Marine Band, and there was no available fund to pay hired musicians.

I am sure if our Government officials could see the zeal and interest with which our kindergarten children play the "Soldier Boy," could

hear them pledge allegiance to the flag which they carry with so much pride and care, and their enthusiasm in singing "America," and even, in some kindergartens, the "Star-Spangled Banner," they would realize that here is Uncle Sam's real recruiting station. A few years ago an Englishwoman, visiting one of our kindergartens, and seeing the game of the "Soldier Boy," exclaimed: "I see now why you are a nation of patriots." But it is not the thought of conflict, of struggle, which is emphasized in our kindergartens, but that of protection of the weak by the strong, of interdependence and mutual aid—"with this lesson taught each opening life, will come at length the end of man's long strife." Through songs, through stories told and dramatized, and through games, we are endeavoring to capture the citadel of the imagination and to hold it for all that is noblest and best.

An earnest effort was made this year to lift what we feel to be a sympathetic attitude on the part of parents toward the kindergarten to a better understanding of its place in the educational system and of its real value in the development of little children. Mass meetings were held in the sixth and eighth divisions, at both of which the director made the address. Two talks were given by the director before the Mother's Congress, one of which was on the occasion of their triennial convention, also addresses by request before the General Federation of Clubs of the District, and before many parent-teacher associations in our own schools. At the convention of the Mothers' Congress, mentioned above, the kindergarten was further represented by moving pictures, showing various kindergarten activities, among them our own play festival, by colored stereopticon views, and by large wall charts setting forth the educational values of this form of training.

Special visiting days for mothers have been held in many kindergartens, and after the morning of observation the different activities were interpreted by the kindergarten principal. At the opening of the year talks were also given by several of the principals, outlining the yearly program, and on each festival occasion special invitations were sent out to the parents, in many instances designed and executed by the children. The regular mothers' meeting and mothers' club of the kindergarten, which was the forerunners of the present parent-teacher associations, are gradually being absorbed by the larger organization in our schools, but the kindergartner is still active in securing the attendance of her particular group of mothers and in contributing to the success of the general meeting.

This report has in the main endeavored to show both the intensive and the extensive aspects of our year of work; first the endeavor to keep abreast of all the best movements in modern education, and second, our efforts to constantly keep before the public the true

significance and importance of this fundamental phase in a little child's education, which aims to make the present stage of development as full, as rich, and as complete as possible, thus insuring growth at each succeeding step. Under the head of extension I have still to note the opening of two new kindergartens, one of which was located at the new Park View School, where the kindergartner will have ample opportunity to join in all the community work of this progressive center. The experiment of a combination of kindergarten and Montessori materials was transferred from the Arthur to this school, that we might test its efficacy with a different class of children.

The second new kindergarten opened was located at Benning, but owing to long distances for the children to walk the attendance did not warrant its continuance, so the entire equipment was transferred to the Fillmore, at the request of the Citizens Association of Georgetown.

Permit me to express to you and the members of the Board of Education our deep appreciation of the permission granted to me, and to several other members of the kindergarten department, to attend the annual convention of the International Kindergarten Union without loss of pay. The reports read before the Kindergarten Association by our delegates upon their return showed a keen grasp of the educational issues presented and a thoughtful observation of the schools visited, which can not but contribute to the strength of the Washington work.

It is a matter of very real gratification and encouragement to know that we may still count upon your ever-ready understanding of our needs and your unfailing aid in the new school year which lies ahead.

Respectfully,

CATHERINE R. WALKINS,
Director of Kindergartens.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF PENMANSHIP.

JUNE 30, 1917.

SIR: I have the honor to submit to you my first annual report.

The Clark method of writing was introduced in the primary grades in September, 1915, and in the elementary grades 5 and 6 September, 1916. Copy books were furnished through grade 6.

This method of teaching penmanship, to quote the author, is based on two propositions: (1) Writing is a habit, and to teach it properly one must train the child to acquire this habit; (2) each letter, word, or numeral requires a particular writing movement to write or shape it. The child, through this method, is trained directly to acquire the habit of making movements identical with the forms of the letters or numerals he must write. Thus he acquires simultaneously practice in writing movement and letter formation, a distinct saving in time on the part of both the pupil and the teacher.

Entering upon my duties as director, February 2, 1917, my first efforts were directed toward ascertaining how well the general principles of the method were understood.

I found teachers full of interest and confidence in this method of teaching writing, but lacking the knowledge of how to further its development.

A series of teachers' meetings were organized for each grade in each division, where the character of the work was explained and lessons developed with the teachers. At several of these meetings we were fortunate in having Mr. Clark present to aid and encourage us. Model lessons were also given in a great many classes for the observation of groups of teachers.

In all of this work emphasis was placed on teaching the fundamentals of the writing process, a healthful body posture, an efficient hand position, and a free arm movement. A decided improvement has been noted along all these lines.

The normal-school work I found progressing well, under the capable direction of Miss Elizabeth Hummer, to whom my thanks are due for her fine cooperation and for the help she has been to me in that branch of the work.

The work, as I see it now, is to unify effort, stimulate enthusiasm, and maintain interest. Effort needs direction along a given line in order that it may be cumulative. Enthusiasm needs to be engendered in the child and the teacher, in order that the hand-

writing of each may improve and that purpose may be added to power. Interest needs to be vitalized by encouragement, by economy of effort, and productiveness.

It is too soon as yet to measure our product in the business community. It has been a source of gratification, however, to note the keen interest taken in the work by the parents and the business men of the community. All seem united on the proposition that every young person is entitled to a good handwriting and that without it his efficiency is impaired in the social, business, and professional world.

From a business journal the following is quoted: "Where is there a parent who would be willing that his child should not learn to write and figure with a pen and pencil, even if he should be surrounded with adding and typewriting machines? Think for a moment how helpless such a person would be. The truth of the matter is that the ability to handle the pen and pencil effectively, accurately, and quickly precedes the ability to handle adding and writing machines effectively, and poor indeed is the man who has not trained his hand and mind so that he can be independent of the machine when necessary."

Mr. Clark visited the schools again in June and examined a great many specimens of the writing of all grades. He pronounced them quite satisfactory. It is hoped to extend the course through the eighth grade next term.

This report would not be complete did I not express my thanks and appreciation to the teaching body for its fine cooperation, and especially to the model teachers who have supported the work so loyally and who have been a source of inspiration not only to their visiting teachers but to me.

My thanks are also due to you and to your office corps for the kindness and help that has been shown me during these first months of the work.

Respectfully,

M. F. MARSDEN,
Director of Penmanship.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF SCHOOL GARDENS.

JUNE 30, 1917.

SIR: I hereby submit to you a report of school and home gardens for the spring of 1917.

As a means of serving their country gardening has made a strong appeal to children this spring. Home gardens have sprung up overnight. Statistics gathered May 1, 1917, from the teachers give a total of 16,885 home gardens established through the influence of the schools; 12,575 of these are in the white schools. The children purchased 333,000 packages of seed. Instruction in planning, preparing the soil, and planting was as far reaching as the limited time and teaching force would allow. Twenty-six lectures, illustrated by lantern slides, were given. Principals, teachers, and parent-teacher associations cooperated in this work by securing an auditorium large enough to accommodate an entire building, frequently a moving-picture theater in the neighborhood. By this means three or four hundred children were reached at a time. Development lessons on soils and gardening planning were given in 213 class rooms.

An agreement was entered into between the schools and the Bureau of Education whereby the bureau furnished record books for 1,000 children on condition that this number be supervised. One hundred and fifty of these books were placed in the normal school, 100 in the colored schools, and 750 in the graded white schools. At the present writing approximately 800 of these have been visited and in many cases assistance given the children on the grounds in carrying out their plans. Home-garden teaching has met the hearty cooperation of parents. It is proposed to visit the gardens during the summer and again in the fall. The record books will be collected on the third visit, statistics gathered from them as to the remunerative work, and then returned to the Bureau of Education for use by their school-garden experts.

In addition to the home gardens, 12 gardens for the teaching of elementary agriculture to boys have been conducted by the following schools:

I. General gardens:

J. O. Wilson Normal School, 36 boys, fourth grade; 150 normal students.

Hubbard School, 16 boys, sixth grade.

Morgan School, 21 boys, sixth grade. (This garden is located at 1430 V Street on land loaned by Jerome Lightfoot.)

Blow School, 75 boys, fifth and sixth grades.

Ludlow School, 124 boys, sixth grade. (These boys come from the Ludlow, Taylor, Madison, and Blair.)

Wallach School, 17 boys, sixth grade. (This garden is on a vacant lot, 319 Tenth Street SE.)

Force School, 16 boys, sixth grade.

II. Potato patch:

Henry School, 16 boys, sixth grade. (Vacant lot on Marion Street.)

West School, 16 boys, sixth grade. (Vacant lot, 1204 Emerson Street.)

Wallach School, 16 boys seventh grade. (Vacant lot, Eighth and D Streets SE.)

Wallach School, 20 boys, seventh and eighth grades. (Tennis court of Eastern High School.)

E. V. Brown School, 60 boys, fifth, sixth, and eighth grades. (Vacant lot on Legation Street between Thirty-ninth Street and Belt Road.)

This gives a total of 423 boys and 150 normal students who have systematically worked in the gardens under instruction.

The soil of the Wilson Normal, the Wallach and Blow has been cultivated before. The others are new lands. The appearance of the gardens at the close of school compensates for the hard labor connected with preparing these land for cultivation. In several instances the lots were dumping grounds for the neighborhoods and in every case had to be cleaned, plowed, and heavily fertilized. It seemed advisable to accept all offers made to the Board of Education, as patriotic reasons prompted such offers, and an opportunity was thus gained to teach service to the boys. I especially mention the difficulties overcome at 1430 V Street, land used by the Morgan School. Several wagonloads of building material were removed. The heavy clay land was not suitable for root crops. Dwarf string beans, lima beans, and tomatoes now form the crop of a most orderly garden, which attracts much attention and speaks well for the persistency of the boys. In all of the gardens it has been necessary to dig out the paths to the depth of a foot in order to bury the stones and trash that have been brought to the surface by plowing.

Most creditable work has been done by the 6B grade at the Wallach at 319 Tenth Street SE. The land has been cultivated a number of years, so responds readily; but the enthusiasm of the teachers and boys have been of more value in producing results than the soil has. The old plan of individual plots, separated by paths 2 feet wide has been abolished here and the garden planted as one large truck garden. Seventeen boys have worked on a garden line 105 feet long. The teamwork of the boys was so remarkable that now the vegetables are growing the garden gives the impression that it was planted by one person. The success of this class will cause this method to be followed in all gardens in the future. The land now devoted to paths will become productive, and the necessity of careful cooperation with their neighbors will be excellent training for the boys. Two acres of land are under cultivation in these gardens and 160.7 acres in home gardens.

The unusual conditions that have caused such rapid growth in home gardens may not exist another year, but the Nation has been taught the economic value of intensive home gardening, and it is hoped gardening will find its permanent place in the school curriculum as a

result. The corps of teachers hurriedly gotten together between April 15 and May 1 has gained experience that will save much time in the future. They have had difficult work, for the subject was new to them, and outdoor classes need to be managed skillfully. It gives me pleasure to take this opportunity to express to them my appreciation of their work.

When organizing the work permanently, it will be necessary to make the provision that the teachers will have their vacation in winter. The present system of stopping their work at the close of school and reappointing them for July and August as laborers makes a break in the growing season of June that is felt throughout the summer, and it is also wasteful of money.

I desire to thank the People's Garden Association for its financial assistance. Without their backing of ready funds it would have been impossible to accomplish the foregoing. Mrs. Alexander Graham Bell has kindly repeated her subscription of \$50 to the memorial garden established in honor of her mother, Mrs. Gardiner Hubbard, at the Grover Cleveland School. The Department of Agriculture, the Bureau of Plant Industry, and the States Relation Service have helped us with donations of seeds and plants and the loan of lantern slides. At present the States Relation Service is photographing the home and school gardens.

And last I desire to express my appreciation of the interest you have shown and to thank you for the quick response you have made to every request.

Respectfully,

SUSAN B. SIFE,
Director of School Gardens.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF PRINCIPAL OF WILSON NORMAL SCHOOL.

JUNE 30, 1917.

SIR: I have the honor to submit the following report, including a few matters of special interest in the work of the school, for the year ending June 30, 1917:

Statistics for the year ending June 30, 1917.

Aggregate enrollment of normal students:		Aggregate enrollment of normal students—Continued.	
General course—		Number at close of year—	
Junior class.....	77	General course.....	67
Senior class.....	61	Kindergarten course.....	13
Kindergarten course—		Total.....	80
Junior class.....	17	Aggregate enrollment of pupils in	
Senior class.....	13	critic schools in the Wilson Normal,	
Domestic science.....	5	Morgan, and Seaton Buildings....	541
Total.....	173		
Number of graduates—			
General course.....	47		
Kindergarten course.....	9		
Domestic science course....	1		
Total.....	57		

THE SPIRIT OF 1917.

To the call for national and world service there sounded from the normal school, as from other institutions throughout the country responsible for the development of intellect and character of students in the last years of adolescence, a distinct response. The immediate result was, in this school, as reported also from others, the reaction which always follows the sudden hurling in of a strong element of differentiation, a spirit of puzzled unrest, lack of definiteness in attention, and even doubt in the minds of many as to their chosen professions being the final goal of their course of study. Discussions relative to the duties and obligations of young men connected by bonds of family or friendship, who were filled with the spirit of patriotism, but uncertain as to its highest expression, created for the young women in the normal school an influence disturbing, but not leading to definite action until toward the end of the year, when activities healthful and inspiring were introduced into the school.

RED CROSS ACTIVITIES.

After the Easter vacation the pupils presented through a student committee a petition asking that their course of study be amended so as to allow the addition of Red Cross work to the already crowded curriculum. This request was granted and classes in first aid to the injured were formed. The business of getting in touch with the Washington branch of the Red Cross of arranging for classes and of conferences with physicians enlisting as instructors, was carried out by Miss Helen Gordon, teacher of kindergarten methods. The physicians giving generously their time, skill and influence were Dr. Loren B. T. Johnson, Dr. James G. McKay, Dr. Jos. A. Murphy, Dr. W. D. Tewksbury, and Dr. A. H. Staples. One hundred and twenty students enrolled voluntarily, paying registration fee, price of the required manual and materials, and gave serious attention to learning some of the principles and practices of first aid.

At the same time students not thus enrolled were sewing, crocheting, and knitting. Children in the critic schools had brought great bundles of worn materials, linen, toweling and fine cotton, and these, under the direction of Miss Cornelia Whitney, were cut and made according to Red Cross directions into articles useful in hospitals.

The final development in patriotism came when the senior class voted to forego their usual class night play for the entertainment of personal friends, and devote their time and strength to the production of a patriotic pageant. This pageant, the History of the American Flag, was written and organized by Miss Alberta Walker, teacher of reading and dramatics, and carried to perfection by committees of senior students assisted by teachers. The play was staged on Flag Day and the proceeds given to the Red Cross. The money turned over represented only a small part of the school's contribution, for the inspiration aroused in normal students and children participating, 300 in number, must lead to patriotic action. The message to the audience was also rousing.

GRADUATION EXERCISES.

The graduation exercises of the school, usually gay and spirited, of necessity took on the spirit of war times and were deeply serious and thoughtful. The message given by Senator Wadsworth in his address was a call to patriotic service and sacrifice, and Superintendent Thurston interpreted that call in terms of teachership. American flags were carried along with the customary daisy chain and the "Teachers' Creed," usually the conclusion of the exercises, was followed by the song, "My Flag and Your Flag."

GARDEN WORK.

The normal school made a further war-time contribution to the community when Miss Susan B. Sipe, instructor in botany and school gardening, was set free from her usual class-room teaching and made for the last months of the school year the head of a corps of instructors in home and school-garden work throughout the city. Her normal school work was abbreviated and her hours of teaching divided among other instructors, who gladly performed additional service. The loss of such work as hers in the school would be serious if suffered repeatedly, but was a necessity in time of crisis. More thought than usual has been shown in the planting and care of our own school garden and many of the home gardens of normal students show deep interest.

LOW VALUATION OF TEACHING SERVICES.

The call for additional Government clerks qualifying through civil service met with response in the normal school, many of whose students passed the examination and were placed on Government rolls. What effect offers of permanent Government appointments may have upon this school and the teaching service of the city is a question whose answer is doubtful as is the answer to similar questions in college and university. But whatever may be the immediate outcome, we all hope for service more efficient on account of the earnest spirit of our education.

The school should adopt a course of three instead of two years of intensive professional study in order to give the District of Columbia the efficient corps of the best-developed young teachers that it deserves, but the low market value placed upon their services makes the present educational investment quite as large as will be made by high-class families having young people eligible for the business of teaching. Even now the normal school, with the present financial outlook, is beginning to lose on account of the high salaries given to college graduates after only two more years of educational training. And it seems unfair to the profession of teaching for the financial policy of the District to force a young clerk, appointed to Government service after one year of study in the normal school, to consider seriously as to whether she must sacrifice a position paying \$1,100 to-day, to give up that salary and come back to the normal school for an additional year's study, with the privilege of earning four or five hundred dollars less than that sum at the end of the normal-school course. Some young women will return to their studies on account of real love for children and teaching, but it is unfortunate that the schools in the Nation's Capital should call for money sacrifice in

addition to the devotion always demanded from those dealing personally with human beings.

PRACTICE TEACHING IN INTERMEDIATE GRADES.

The need for normal-school practice in higher grades has often been discussed, without definite action. This past year that need was shown so plainly that academic teachers asked and received permission from administrative officials and assurance of welcome from certain intermediate-grade teachers for students to teach series of lessons in grammar schools. The report of one of these academic teachers is given below:

The Hubbard School:		Number of lessons given.
Japan.....		16
Christmas in other lands.....		7
The wheat industry.....		16
The weather.....		1
The village.....		1
Total.....		41
The Monroe School:		
Coal.....		4
The weather.....		5
The village.....		4
Total.....		13
Total of lessons given.....		54

Each of these school buildings is three squares from the normal school, which distance made a hardship for the teacher directing the work. Its value was so high, however, that she was hardly willing to accept the limitations of time and strength. Had the Ross Building been a part of the Wilson Normal organization more effective work would have been possible, with great gain in the efficiency of students.

WIDE USE OF SCHOOL PLANT.

The school building was used even more extensively during the year 1916-17 than ever before. It was the headquarters for two organizations with extensive operations, the Parents' League and the Drama League Players. For the definite program of the Parents' League I refer you to the report of its president, Mrs. Ida E. Kebler, simply stating that the building was used two nights each week for night school, two afternoons each week for gymnasium classes, two for classes in instrumental music, and two for coaching classes.

The Drama League used the building for its series of plays lasting throughout the winter and spring. These plays were acted and sometimes also written by persons living in the community, and their being staged in this building as a civic center was appropriate. There

was held also many other series of activities that were of true community value.

LUNCH ROOM.

The lunch room, which during the first years of its existence was of doubtful success financially, was this year eminently successful, giving throughout the year palatable and nutritious lunches and closing the year with a surplus of \$190 in bank. We were fortunate in securing as managers the services of two ladies of refinement and judgment, whose presence added to the general tone of the school.

THE TEACHERS' LIBRARY.

The teachers' library has extended its usefulness during the past two years by teaching student classes cataloguing and classifying, and has given to students electing special library work thorough drill in the fundamentals of these branches and also the art of accessioning. This work has been of assistance to the librarian, but has also been of high educational value to the helpers.

I wish to express the appreciation of the principal and the faculty for the uniform courtesies and helpfulness of yourself and the assistant superintendent.

Respectfully,

ANNE M. GODING.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE CENTRAL HIGH SCHOOL.

JUNE 30, 1917.

SIR: The new Central High School has exceeded the expectations of its most enthusiastic advocates in the matter of equipment and facilities for work. There are, of course, adjustments to be made. It was impossible to measure exactly the ratio in which the new departments would grow but, with the additional \$55,000 appropriated by Congress for the completion and further equipment of the building, it will be possible this summer to supply most of the deficiencies which the year's occupation of the building has revealed.

The one exception is the equipment of the machine shop in the manual-training department. You are probably aware of the enormous increase which the war has brought about in the cost of machine lathes and other metal-working machinery. It may, however, surprise you to know that the last estimate which we had was \$65,000 for machines which three years ago could have been bought for \$18,000. The District is putting aside about \$18,000 for this installation. The question which, of course, we will have to answer is whether to partially equip the machine shop for the pupils who, in September, 1918, will have reached that stage in their work in manual training, or to wait for normal after-the-war conditions to make possible a more or less complete installation. To do the latter will obviously temporarily shorten the manual training course to two years. The only other solution is to ask for an additional appropriation.

The growth of the school in numbers during the year was even greater than we had anticipated. The enrollment increased from approximately 1,400 to over 2,200. The result was administrative "growing pains" which made the year an extremely difficult one. To adjust ourselves to all of the problems connected with the operation of one of the largest high-school plants in America under any circumstances would have been difficult. To add to that, however, the assimilation of about 1,200 pupils with no knowledge whatever of the Central High School, its rules or its traditions—too many of them attracted by the glamor of the new building and not by a desire to learn—presented an administrative difficulty which would have been insuperable but for the unselfish loyalty of the teachers, the untiring energy of the assistant principal, Miss Coolidge, who took from me all of the harassing details connected with the control

of 1,200 girls, and the fine spirit of a vast majority of the pupils of the school.

I wish especially to commend the devotion of the teachers. The addition of new teachers did not keep pace with the increased enrollment. The result was too many and too large classes. The standard teacher's program was five classes averaging over 30 pupils each. Many teachers accounted for over 160 pupil-hours per day. Study-hall charges took practically all of the other hours of the week. There was under this pressure no opportunity to relieve teachers who were looking after the various extra-classroom activities of pupils which have come to be so vital and necessary a part of the modern high school. These manifestations of the physical, intellectual, or social life of the pupils are with us. They can not be left unguided to work out their own solution. We are, however, unable to relieve teachers in other directions so that this guidance shall be most carefully and intelligently thought out.

The matter of the school enrollment and the number and diversity of the school activities suggest the problem of administrative and clerical help. Fifteen years ago the Central High School had about 700 pupils and 47 teachers. Its curriculum was simple, all studies being of an academic or scientific character. It was housed in a building which cost \$118,000—a building in which such rooms as gymnasiums and lunch rooms or a swimming pool were unknown. The janitor and engineer service cost \$2,000 per annum. To administer the plant the principal had the help of a woman assistant principal (who taught one class) and one \$500 clerk. In September the enrollment here will be about 2,400. There will be 90 teachers whose salaries total \$152,850. There will be a janitor and engineer force of 30 men and women, costing \$19,300 per annum. We are in a building which cost with the grounds \$1,250,000 and another \$250,000 to equip. Its curriculum includes cooking, sewing, woodworking, molding, and forge work, mechanical drawing, printing, arts and crafts, typewriting, and other business branches, besides the usual academic and scientific studies. It has a lunch room whose receipts this year were about \$17,000, a bank with an average balance of about \$5,000, and a complete gymnasium and swimming pool equipment, including a steam laundry for the washing and storing of all gymnasium and swimming suits and towels. In addition, about \$10,000 worth of supplies of one sort or another will be purchased during the year for which proper accounting must be made. To administer this little city the principal now has two clerks instead of one, costing a total of \$1,200, and an assistant principal relieved of the one class which she was formerly required to teach. The records of 2,400 pupils must be kept, 2,400 homes, if necessary, must be advised of their difficulties, and the daily score of problems and

disputes incident to the life of a community of 2,400 under one roof must be settled. This situation is so utterly impossible that it would seem that this mere statement of the facts would be sufficient.

The school needs teachers in charge of the special departments, such as household economics, manual training, and business practice, who may be relieved of all or a large part of their teaching. It needs an additional assistant principal to look especially after the attendance and discipline of the boys. It needs better salaries for its clerks. We have just lost the invaluable services of Miss Keys because we could not pay her more than \$750 after six years of service at a time when the Government is paying \$900 a year for inexperienced typists. We need an additional clerk to look after the telephone switchboard and take charge of pupil records. I was greatly interested a few weeks ago in a statement made to me by the principal of the Central High School of Detroit—a building about as large as this but with an enrollment of about 400 less. In that school, recognized as one of the best in the country, there are nine assistants to the principal who do no teaching whatever. It is not difficult to find here one of the factors of its efficiency. It would be very easy to multiply examples showing how meager relatively the administrative and clerical force of this school is. It is not unusual for schools with enrollments of 2,000 or over to spend from \$2,500 to \$4,000 a year on clerical help alone. (It is probably of no interest to anyone except himself that the principal here has worked an average of 12 hours a day since September, including Sundays and all holidays, but it is a question how long that can be continued with a sane and effective administration of the school.)

The Central High School—especially its auditorium—is rapidly coming to fill the place in the life of the community which those who planned the school had in mind. From the middle of January to the middle of June the building was used after school hours for gatherings of a more or less public character 25 times by organizations connected with the Central High School, 11 times for other public school purposes, and 17 times by outside organizations. Among the latter were two mass meetings under the auspices of the Washington Board of Trade, one under the association of Washington bankers, and another under the Washington Medical Society, all for the purpose of securing a better understanding by the public of certain phases of the war.

The new departments of household economics, manual training, and business practice have made successful beginnings. The new teachers of these departments have worked enthusiastically for their success and sympathetically and in a fine spirit of cooperation with the teachers of other subjects. The number of pupils electing these subjects has increased each semester. In September, 1916, we had one teacher of manual training, one of mechanical drawing, one of cook-

ing, one of sewing, and two of business subjects. In September, 1917, we will have two of manual training, two of mechanical drawing, two of cooking, two of sewing, one of printing, and five of business practice.

I desire to add parts of the reports of some of the teachers in charge of particular departments which will explain certain phases of their work.

ENGLISH.

The course pursued during the past year is substantially that of last year. We have again divided our work by semesters into a study of composition and a study of literature, and I am pleased to report a consensus of opinion among the teachers that such a scheme of work is bringing far better results than we obtained under the old system, the composition-literature combination semester plan.

The socialization of the recitation has been the special aim of our English teachers during the past year and the aim has been achieved. How to socialize the recitation is now a problem which is practically solved for our English classes. In working it out the teachers have made use of many devices, among which are the voluntary recitation, the division of the class into groups or clubs, each group or club being held responsible to the class, and the organization of the class every little while into a literary society having its chairman and secretary and the placing of class exercises in the hands of this society.

The point of view in conducting the socialized recitation is wholly different from that controlling the formal recitation period. Instead of "reciting" to the teacher the pupils talk and write to and for one another, and their desire to stand well in the eyes of their fellows seems to be a strong impetus for good work. The "consciousness of kind" thus established in the group makes for vigor and vitality in the work.

Emphasis has also been placed on supervised study in all the years. Greater care than ever before has been given in making the assignment and in teaching the pupil how to study, and such care, it is needless to say, has been fruitful of results.

(Signed) S. E. SIMONS.

HISTORY.

This past year was the first in which general use was made of periodicals for the study of current history in the American history, modern history, and civics and economics classes. The results have fully justified our expectations. The work done has been experimental and will furnish a basis to determine the most satisfactory methods. These will be worked out in a conference of the teachers set for September.

In the European history courses the schedule of each semester's work has been changed to allow more time for the modern period, particularly for the nineteenth century. The purchase of a supply of supplementary English history texts for the library has made it possible to give sufficiently adequate and systematic treatment of the English history in the two years of European. We are now meeting all the requirements set for these courses.

In the commercial law course, the aim kept constantly in view was to link up in a practical way the limited business training of the pupils with a knowledge of the principles of the law. The textbook lent itself fairly well to this purpose, though it approaches the subject from the legal treatise point of view. The course was covered in its entirety—contracts, sales, bailments, negotiable instruments, credit, insurance, bankruptcy, personal property, and the elements of realty and landlord and tenant. Naturally the treatment of each of these branches was abbreviated. But it was deemed best to attempt to teach a few things thoroughly rather than to

cover a vast amount of ground, because in a subject of this character a little knowledge may prove to be dangerous. It is believed that this course has much value as a future guide in transactions in business, in professions, and in the home, and that it tends to develop an appreciative respect for the law and a faith in honesty and fair dealing.

Throughout this course illustrative cases were made the basis of the class work constantly, and the various legal forms were used in studying the proper form of various commonly used legal instruments.

For the future I respectfully recommend that either American history or a year's work in civics and economics be required for graduation. If it is impracticable to apply this rule to those already in the school, I would urge that it be made to apply to those now about to enter. I make this recommendation as a necessary and patriotic duty which rests upon all public high schools to omit no instruction which aims to develop intelligent citizenship. Both of the courses named are framed to serve that purpose.

In the future it is intended to teach the period of American colonial history as a part of the modern European. This is a logical arrangement, and it serves the double purpose of allowing the teachers to lay more emphasis upon the national period and to add to the course a study of American history in its broader sense, the history of South and Central America and of Canada as well. The time of the Monroe doctrine affords an opportunity for the study of the South and Central American struggle for independence and the early history of the Republics. Their late development, politically, socially, and economically, will be studied in connection with the growth of Pan American relationships during the past half century. I do not mean to say that these portions of history have been altogether neglected, but I do believe that the study of them has not heretofore been adequate enough to give a proper understanding of our neighbors.

The need of more books in the library is still imperative. The \$75 spent at the opening of this past year proved very helpful, but it only begins to supply the library equipment necessary for the work of the history department if it is to develop beyond its present limitations. This necessary equipment I have estimated at about \$1,000 in cost. We need the library, with adequate equipment, as urgently as the science people need their laboratory apparatus.

(Signed) ROBERT A. MAURER.

SPANISH.

Spanish deserves our careful consideration. The study of Spanish has increased abnormally in the last few years. Much of this increase will no doubt be lost again, and judging by the reports from other parts of the country the general onrush is beginning to abate and in many places already shows a decided decrease. The problem with us is to hold as much as possible of what has been gained, for if we allow it to sink into insignificance again, as we did after the Spanish-American war, we may never have such an opportunity again. I am sure we can do it at Central, but it implies some changes of aim and method. The impulse that the study of Spanish has received of late is due mainly to the general belief that our business relations with Spanish America will be materially increased. This is no doubt true, but they will not increase so much that all who now study the language will be benefited by it. It is estimated that not more than 10 per cent of our students will derive such benefit from their study; the rest will be disappointed, unless they derive real pleasure and educational advantages from their study. To this end efforts are being made everywhere to lift the Spanish out of the narrow rut of business, where everything revolves around a few set phrases about buying and selling, the writing of business letters, etc., into the wide realm of literature and life. Such a course is sure to appeal to stu-

dents of high-school age; it is also a better preparation for commerce and more suited to the standards of a high school. It is only of late that books have been published which take this higher view of Spanish instruction. We have used some of them in our classes and the results have been so good that we feel assured of being on the road to success. It should be our aim, then:

1. To give our students a thorough knowledge of the Spanish language in all its manifestations—reading, writing, and speaking.

2. To create in them an active and lasting interest in all that is Spanish, in the life and literature, art, and history of the Spaniards and of the Spanish-Americans in particular.

3. To give them every opportunity for practical application by the arrangement of talks and lectures in the Spanish language, through dramatics and entertainments, etc.

To this end I would suggest that the Spanish department receive first consideration in the way of supplies, as wall maps, lantern slides, etc. Similar supplies are needed also for French and German courses, though they are not as urgent. The Spanish teacher at present has nothing but his textbook.

(Signed) A. W. SPANHOOFD.

PRINTING.

I respectfully submit the following report of the work in the printing department for the semester ending June 20:

As the work in this department was started in the middle of the school year, after pupils' programs had been made out, it was not possible for the majority of those desiring to take printing to change their programs so as to get double periods for this subject, and as classes changed at the end of each single period I did not attempt to follow out any systematic outline as would have been possible with classes having the double periods. Pupils taking minor printing were given group instruction in case layouts, names and uses of tools, setting of straight matter, lockup of job-press forms, names of parts of the presses, and job-press feeding. A number of minors put in from four to six hours a week, and a few were always in the shop until late in the afternoon and Saturday, and also came back in the evening when the night classes were in session.

The majors were given individual instruction in job composition, proof reading, job presswork, correcting, making up, and taking a job right through from the rough copy to the finished product. The majors were of great assistance in following up the work of the minors and helping those who started the work in the middle of the semester.

Our greatest problem has been to take care of the great amount of production desired and at the same time not lose sight of the instruction. I believe the pupils have taken a much greater interest in producing live work than they would if confined to exercises, and as the different departments desiring printing get better acquainted with the difficulty of meeting their demands for rush work I believe this problem will solve itself.

(Signed) EVERETT W. LAWRENCE.

THE BANK.

The school bank has a threefold purpose in its operation, namely, to encourage thrift among the pupils, to train the pupils who elected banking in elementary finance and banking, and to facilitate the handling of school funds. In the first particular the bank was not greatly successful, if judged from the number of depositors which it had. However, this being its first year, it was too busy with its internal affairs to find much time to solicit patronage, yet it opened 270 accounts and has 145 open accounts to carry through the summer; it has issued a number of small savings banks for home savings, which have been fruitful; it sold \$2,800 worth of Liberty bonds, having loaned

temporarily in order to aid in their purchase the sum of \$845—\$155 of this loan is being extended through the summer, secured by the bonds themselves as collateral.

As regards the training offered to pupils who elected banking, the practical experience can not be overestimated. The accounting of actual money which belongs to others, together with the realization that real transactions were being performed, developed a sense of responsibility and dependability on the part of the staff members, with one exception, which it is difficult to develop in most other high-school work.

For next year it is planned to combine with the practical work a study of elementary principles based upon bank bulletins and various popular texts.

(Signed) A. W. MILLER.

In conclusion, permit me to express to you and through you to the assistant superintendent my appreciation of the sympathetic interest which you have both unfailingly shown in our work here.

Respectfully,

EMORY M. WILSON.

To the SUPERINTENDENT OF SCHOOLS

REPORT OF THE PRINCIPAL OF THE EASTERN HIGH SCHOOL.

JUNE 30, 1917.

SIR: The year just ending has been both inspiring and difficult. The great events in the life of the Nation have been stimulating in the highest degree to our effort and our fidelity; on the other hand, they have made it difficult to maintain the sober and steady movement of the school life so essential to results. The shortened school year, the various interruptions, and the wholesale withdrawals of pupils between April 1 and the close of the school year have made it very difficult to carry on the regular work of the school effectively.

On account of the success of the two Eastern companies in the competitive drill last year (Companies F and G taking first and second places, respectively), it was thought that it would be easy to enlist two full companies this year. Such was not the case, however, and we were obliged to be content with one six-squad and one four-squad company. In my report last year I specified that there was still a radical defect in the administration of the cadet organization, in that no provision has yet been made for a thorough physical test as a prerequisite to cadet service. This defect is still uncorrected. Without going into details as to the specific character of the tests, the three following classes of tests should be employed:

1. Medico-physical examination to determine whether the candidate has any organic disability that would disqualify him from the cadet activities.

2. Endurance tests to determine whether a boy whose medico-physical examination shows no organic disabilities has the necessary strength and endurance to undergo safely and satisfactorily the strenuous drill program.

3. Special rifle test to determine whether the candidate has the specific development necessary to handle a rifle. The Culver test for this purpose consists in "having the boy hold piece at trail and raise it diagonally across the body until the right hand is opposite left shoulder; returning to position of trail, repeating without stopping and without deranging position of attention; 40 times is suggested as the minimum for the Krag rifle, which weighs without bayonet 9.2 pounds.

There should be the closest coordination between the cadet organization and physical training. The elimination of those unfit for the cadet service is not the primary object of the procedure sketched above.

The primary object would be to see that all of those who are rejected are given such physical training as will make them capable, if possible, of the cadet service. I am convinced that putting a premium upon physical capacity will do more to stimulate wholesome interest in the cadet organization than any other thing that could be suggested.

In the departmental reports submitted to me by the teachers I find frequent reference to desirable changes in the subject matter of instruction. These range from slight modifications of existing courses to rather radical changes in requirements. It is urged that certain subjects now elective should be made compulsory. It is my judgment that there must be a serious reconstruction of the high-school program of studies, curriculums, and courses. It will not be advisable to add much in the way of compulsory subjects without a thorough evaluation of the aims of our high-school efforts and the function of the various subjects of instruction in realizing those aims. The high-school problem in the United States has no counterpart in the world in this or any other age. In the last year before the war the number of pupils enrolled in the high schools of the United States exceeded that of all the secondary schools in all the rest of the world. We are undertaking a bigger and more complex job than has ever been undertaken, the education of all our early adolescents. With local variation our problem in Washington is the problem of the United States. Tradition will help us to keep our balance in attempting to solve the problem, but tradition will not solve the problem.

The report of the Commission on Reorganization of Secondary Education of the National Educational Association would serve as a basis for an attack upon this very difficult but now, under war conditions more than ever, very urgent problem.

Two of the high-school subjects are peculiarly important relative to the war—history and the modern languages. I quote from the departmental report in history:

This year has been so filled with events of profound historical significance that the interest in past history has somewhat suffered in comparison, perhaps. Yet the study of the past is more and more important to the understanding of the present, and becomes more valuable and interesting as we find points of contact and comparison with present-day happenings.

We have watched history in the making in all our classes. We have taken note of great state messages and papers, of stirring events, of military, economic, political, and social developments. We have tried to interpret them and to impress the boys and girls with their significance. We have urged them to preserve notable accounts and to read and keep various cartoons, articles, and clippings.

The introduction of the use of magazines in the first and fourth year classes has been of great value in emphasizing current history. Pupils have subscribed 25 cents a semester each, which has enabled us to subscribe for the Literary Digest, Outlook, Review of Reviews, and World's Work in sufficient number of copies to supply the classes with at least one each a week.

An hour a week has been devoted to this feature. Topics or questions have been assigned and discussed. We hoped to stimulate interest rather than to demand recitation or test information. The experiment has been a success. The pupils have enjoyed the magazines and we believe their families have also.

The enrollment in the German classes has fallen off heavily during the past two years and apparently the defection will be accelerated next year. French and Spanish have shown an increase, especially the latter. I can not but regret this sentimental attitude toward the German language. There never was any good reason why a great many high-school students should study German who were studying it a few years ago, but the war is no good reason for boycotting German. Indeed the war is a reason why serious students should study the German language, not from disciplinary or cultural considerations, but for practical reasons. Some concerted effort should be made to have enlightened self-interest take the place of prejudice in this matter.

I reported last year that "some progress had been made in standardizing major music under outside instruction." This year I am able to report further progress. The same board of examiners has been retained and with each year their standards of judgment become more specific and positive. I quote from the departmental report:

This branch of our music shows a great degree of development and I know nothing that has proven so valuable to the girl or boy wishing to specialize in music as the privilege granted them of substituting their outside music study for a major subject in school, and receiving equivalent credit. In many instances the pupils are taking it for a fifth subject.

The examination this year showed a steady development, an improvement in attention to technique, in freedom and fluency of expression, and in the class of music played by the candidates.

It is gratifying to note that the incompetent private teachers are being gradually but surely eliminated. The failure of their pupils in examinations acts as an automatic check.

The plan of accrediting outside music is still far from perfect. Three things should be accomplished:

1. The requirements should be restated and standardized so that the private teachers may know as clearly as possible what will and what will not be accepted both in the way of technical exercises and of character of compositions.
2. Examinations should be standardized. Different schools should not have different standards.
3. A plan of examining and certifying teachers should be worked out if possible.

The work in history and theory likewise is becoming better organized. To my classes in theory and history of music, a subject which is required to be taken by those studying major music outside of

school. I look back upon with considerable satisfaction. Those students who had taken a second year in this course were well equipped with a knowledge of the elements of harmony covering the ground of scales, major and minor, triads (four kinds) chords of the seventh and their resolutions and the harmonizing of given melodies.

We gained some knowledge of composers and their music, together with their influence upon the development of the art of music amongst nations.

The immediate need is for a more definite place in the school program than I have been able to arrange heretofore and careful grading of the work.

The increase in the library appropriation has been markedly beneficial. I hope a further increase may be secured in the near future.

How important a factor in the school life the library has come to be and how its importance is steadily increasing is shown by the following from the report of the librarian:

The average daily attendance for 1906-7 was 96 pupils, while that of this year was 277 pupils. The home circulation of books for 1906-7 was 2,820 books, against something over 15,000 books for the present year.

It is possible that we are performing a community-library service without any special machinery for the work.

The classes regularly assigned to the library for supplementary work in English and history have done, this year, very satisfactory work.

Last year I reported upon our progress in the field of vocational guidance. This year we have not had a systematic series of talks on vocations, but have had only occasional talks. The committee on vocational guidance, however, has not been inactive, but its activity has been directed to study and investigation. We have studied part of Hollingsworth "Vocational Psychology." The monthly bulletin of the National Vocational Guidance Association had brought helpful discussions and suggestions.

An obvious need in our work is a general knowledge of local opportunities for employment, and of the qualifications necessary for success in each employment. In the search for such knowledge we have studied Mr. Thurston's statistics dealing with the positions taken by Washington boys and girls who have left school; we have opened communication with the employment bureau for women and girls recently established by the Department of Labor; and we have the promise of help from a member of the Washington Board of Trade and Chamber of Commerce.

The "intermittent but yet fairly continuous agitation of the high-school fraternity question" of the past 10 years was brought to an official conclusion in December of the past year when the board of education took action abolishing fraternities and creating a commission of school officials, teachers, and parents to study and plan for the

better social organization of the high schools. It is perhaps too early to say whether the official abolition of fraternities is real abolition. The various plans of transformation proposed or undertaken by the fraternities will have to be evaluated and passed upon in due time by the board. In this school we have endeavored to live up to the desire expressed by the board of education for improved social organization to compensate for the partial vacuum created by the extinction of the fraternities. The following report covers the efforts and results to date:

Pursuant to the request of the board of education, the social organization of the school was begun. A Senior Social Council was formed, consisting of a senior member of each social organization existing in the school, with a teacher as chairman. The council drew up the following suggestions and regulations, which were presented to the faculty, approved, and acted upon:

"It was suggested to recommend to the school a social council, representing each of the organizations of the school, and to have the majority of the members on the council seniors.

"(a) Suggestions made to keep certain features of the old social organizations which would be in accordance with the rules of the board of education: (1) To entertain in home or school, as suits the host or hostess; (2) to have a teacher and an outside leader for each organization.

"(b) Suggestions made for method of selecting members: (1) To let the character of the club help decide the membership; (2) to have the clubs admit of sophomores, juniors, and seniors (for the present); (3) to have the pupils apply for membership in whatever organization they care to join and the council appoint or approve membership; (4) to set a date, by which time all applications should be in for that semester; (5) to allow each club to limit membership, at approval of the council; (6) to allow any group wishing to start a club other than those already in existence to do so, provided the council approves; (7) to form a hospitality committee, which would keep informed as to pupils who had not applied for membership; seek them out and urge them to join a club (it being understood that each pupil should belong to one of the clubs).

"(c) It was suggested that the freshmen organize as a class and give certain annual functions in order to become acquainted with each other, thus preparing them for membership in the newly organized clubs.

"(d) It was suggested that the council grant charters and retain the power of recalling them.

"(e) It was suggested that one pupil could belong to no more than one club.

"(f) The following clubs and leaders for each were suggested: (1) A college club, (2) a tennis club, (3) a music club, (4) a sketch club, (5) an outing club.

"(g) The following clubs were suggested to remain if they change their membership: (1) Friendship Club, (2) Camp Fires, (3) Philologists.

"(h) It was suggested that each club decide every year what dues they want to pay.

"(i) It was suggested that the plan of social organization be put before the school in general assembly."

The existing Camp Fires, Friendship Club, and Philologist Society were retained. A Junior Friendship Club, an Outing Club, the Lewa Club (an outing club) and a Business Girls' Preparedness Club were

organized. A Current Topic Club was also organized on paper, but seems not to have been really active. A census was taken of every girl in school, her desires as to membership in a club, etc. Some of these desires it was possible to realize at once, and others we were not able to meet, for lack of time and workers. War-relief work was begun by each club.

Really a great deal has been accomplished in the way of social education and beginning of social action. We need more time, opportunity for social contact with all the pupils, and a few more mothers and leaders. The opportunity to do real war-relief work and to teach social ideals through real service and enjoyment is a wonderful one just now.

I have plenty of plans for next year, but it seems wiser not to discuss them here, but to wait and see which works. This is essentially a very practical problem just now. The High-School Teachers' Association has consulted me about organizing some work for every girl which should take the same time as cadet work takes for the boys.

In conclusion I wish to say that it has been the constant purpose of the teachers and myself to hold a steady keel in the confused and trying circumstances of the past year. In the last months this has been especially difficult on account of the almost hysterical demands for mobilization of school children and for the doing of undefined patriotic services. We have believed that the best service that pupils can render is by doing faithfully and zealously their school work, and the best service that teachers can render is to teach as faithfully and zealously as possible. We have stood ready and we stand ready to perform any specific and definite task that we are called upon to perform, both of service and of pity. The girls of the school gladly and voluntarily gave up their tennis court for a "Red Cross garden;" a group of girls has been organized as a Red Cross auxiliary unit, the worth of which is shown in the following note from a Red Cross official: "Thank you in the name of the District of Columbia Chapter American Red Cross for the generous work of your school. It was beautifully done and most acceptable." Two first-aid classes of girls were organized, but disbanded before the end of the year because of inability of the physician-instructor to give regular service; the senior girls, by saving on their graduation dresses, made a contribution to the Belgian children's fund; the senior class, as a memorial to the school, endowed two beds in the Maison Familiale of the Orphelinat des Armes; a group of teachers has taken a first-aid course and several have received the certificate; and the subscriptions of the teachers to the Liberty bond issue was over \$4,000. Plans are under way for continuance and extension of such

activities. I feel that both teachers and pupils have responded nobly to the demands of the situation, and I confidently expect a fuller and even wiser response as the demands become more definite and more severe.

With appreciation of the courtesies of the assistant superintendent and yourself, this report is respectfully submitted.

W. S. SMALL,
Principal.

Mr. E. L. THURSTON,
Superintendent of Schools,
Franklin School, Washington, D. C.

REPORT OF PRINCIPAL OF WESTERN HIGH SCHOOL.

JUNE 30, 1917.

SIR: Although the Western High School opened two weeks later than the date set by the rules of the Board of Education, the actual loss of time was not 10 school days. The presence of the teachers for one week before the opening day made it possible to have all the details of organization thoroughly worked out, so that on the third day of school the machinery was running more smoothly than is usually possible after a full week.

The enrollment was about 100 lower than that of the previous year. The largest factor in this decrease was, of course, the smaller quota from the eighth grade, on account of the opening of the new Central High School. Another cause dates back to the fire and the small entering class of the following September, and some of the loss is accounted for by the withdrawal of an unusually large number of boys to take special preparation for examinations for West Point and Annapolis.

One peculiarity of the enrollment was the rather high ratio of boys to girls, on one of the early days in October the count showing 200 boys and 300 girls.

PRACTICAL TEACHING OF PATRIOTISM.

The year in this school, as in all of the schools of the country, has been marked by the participation of the pupils in various patriotic activities.

Three classes of girls, comprising about 60 members, took the course in first aid, under physician instructors approved by the American Red Cross.

The school gave a vaudeville entertainment in May, a quarter of the profits being set aside for the Red Cross, while at the same time the civics class organized a campaign to secure members for the Red Cross. The total amount contributed through these endeavors was \$325.

Pupils and teachers purchased Liberty bonds to the amount of \$4,500.

One of the most pleasing actions of the school was the united, loyal support given to Madame Blanche J. Bimont's new work in France. Through her appointment as organizer of the Maison Familiale in

Brétagne this esteemed teacher became responsible for the equipment of the Hospital for Invalid War Orphans of France. About 300 beds, fully equipped, were needed. As soon as the opportunity was presented the school as a body, and many of the pupils individually, as well as the faculty and the Alumni Association, contributed freely. At the time that Madame Bimont sailed to take up her work it seemed probable that one dormitory would be named in honor of Western High School.

GRADUATION.

On the 16th of June Western High School graduated the largest class in the history of the school—123. Of this number 110 had signified their intention of going to higher institutions of learning, a record that would compare very favorably with that of many of the best-known preparatory schools of the country.

RATIONAL ATHLETICS.

It has seemed to me that the introduction of rational athletics into our course in physical training is worthy of presentation at this time, and the rest of my report will be devoted to this subject.

By rational athletics we mean competition in which boys are endeavoring to better their own standards and not competing with each other.

Some of the considerations leading to the adoption of this work were:

1. The desire on the part of the physical instructor for boys, Mr. Bryan W. Morse, to have every boy in school taking active work in athletics and to have them want to take it.
2. The wish to make as complete and effective use as possible of the athletic grounds and gymnasium.
3. The need for a kind of work which could be carried on in the main either indoors or out.
4. The securing of interest through the element of competition.

The plan required, first of all, the placing of the boys in classes according to weight: Junior, 75 to 99 pounds; intermediate, 100 to 129 pounds; senior, 130 pounds upward. These limits were arbitrarily selected, and will be slightly changed next year.

Then the boys were tested in seven events, and points credited, as shown in the following tables:

50-yard dash.

Junior.		Intermediate.		Senior.	
Time.	Points.	Time.	Points.	Time.	Points.
7 $\frac{1}{2}$	8	7 $\frac{1}{2}$	8	7	8
7 $\frac{1}{4}$	9	7 $\frac{1}{4}$	9	6 $\frac{3}{4}$	9
7	10	6 $\frac{3}{4}$	10	6 $\frac{1}{2}$	10
6 $\frac{3}{4}$	11	6 $\frac{1}{2}$	11	6 $\frac{1}{4}$	11
6 $\frac{1}{2}$	12	6 $\frac{1}{4}$	12	6 $\frac{1}{8}$	12
6 $\frac{1}{4}$	13	6 $\frac{1}{8}$	13	6	13
6 $\frac{1}{8}$	14	6	14	5 $\frac{7}{8}$	14
6	15	5 $\frac{7}{8}$	15	5 $\frac{1}{2}$	15

Standing broad jump.

Junior.		Intermediate.		Senior.	
Distance.	Points.	Distance.	Points.	Distance.	Points.
<i>Ft. in.</i>		<i>Ft. in.</i>		<i>Ft. in.</i>	
7 0	8	7 6	8	8 0	8
7 2	9	7 8	9	8 2	9
7 4	10	7 10	10	8 4	10
7 6	11	8 0	11	8 6	11
7 8	12	8 2	12	8 8	12
8 10	13	8 4	13	8 10	13
8 0	14	8 6	14	9 0	14
8 2	15	8 8	15	9 2	15

High jump.

Junior.		Intermediate.		Senior.	
Height.	Points.	Height.	Points.	Height.	Points.
<i>Ft. In.</i>		<i>Ft. In.</i>		<i>Ft. In.</i>	
3 6	8	3 9	8	4 0	8
3 8	9	3 11	9	4 2	9
3 10	10	4 1	10	4 4	10
4 0	11	4 3	11	4 6	11
4 2	12	4 5	12	4 8	12
4 4	13	4 7	13	4 10	13
4 6	14	4 9	14	5 0	14
4 8	15	4 11	15	5 2	15

Combination dip.

Junior.		Intermediate.		Senior.	
Times.	Points.	Times.	Points.	Times.	Points.
6	8	7	8	8	8
7	9	8	9	9	9
8	10	9	10	10	10
9	11	10	11	11	11
10	12	11	12	12	12
11	13	12	13	13	13
12	14	13	14	14	14
13	15	14	15	15	15

Hop, step, and jump.

Junior.		Intermediate.		Senior.	
Distance.	Points.	Distance.	Points.	Distance.	Points.
<i>Ft. In.</i>		<i>Ft. In.</i>		<i>Ft. In.</i>	
18 0	8	19 0	8	20 0	8
18 6	9	19 6	9	20 6	9
19 0	10	20 0	10	21 0	10
19 6	11	20 6	11	21 6	11
20 0	12	21 0	12	22 0	12
20 6	13	21 6	13	22 6	13
21 0	14	22 0	14	23 0	14
21 6	15	22 6	15	23 6	15

Deep breathing.

Junior.		Intermediate.		Senior.	
Inches.	Points.	Inches.	Points.	Inches.	Points.
3	8	3	8	3	8
3½	9	3½	9	3½	9
3¾	10	3¾	10	3¾	10
4	11	4	11	4	11
4½	12	4½	12	4½	12
4¾	13	4¾	13	4¾	13
5	14	5	14	5	14
5½	15	5½	15	5½	15

Posture and alertness.

Junior.	Intermediate.	Senior.
Posture, 5.....	Posture, 5.....	Posture, 5.....
Alertness, 5.....	Alertness, 5.....	Alertness, 5.....
Rated by teacher.....	Rated by teacher.....	Rated by teacher.....

The sum of all the points credited is set down as the boy's record and he is placed in one of these groups: Third-class athlete, 60 to 75 points; second-class athlete, 76 to 85 points; first-class athlete, 86 to 100 points.

Having established himself in one of these classes, his ambition is naturally to improve his standing when the next tests are made. This lends interest to the class work and stimulates outside practice. We have an abundance of evidence that a great deal of practice took place at home.

The completed record shows a great many blanks, indicating failure to qualify in one or two events. So many of these occur in the standing-broad-jump column that we feel we have set too high standards in this event and therefore shall adjust this table.

As four tests out of six are leg exercises we plan next year to introduce chinning the bar as an additional arm and trunk developer.

The appended table is given to show the variety of results obtained in this first year of the course.

Respectfully,

ELMER S. NEWTON,
Principal.

To the SUPERINTENDENT OF SCHOOLS.

Boys' No.	Year in school.	Age in October.	Weight in May.	50-yard dash.	Standing broad jump.	High jump.	Hop, skip, jump.	Combination dip.
		<i>Years.</i>		<i>Points.</i>	<i>Points.</i>	<i>Points.</i>	<i>Points.</i>	<i>Points.</i>
1.....	First.....	14	Intermediate....	9	10	10	8	15
2.....	Third.....	17	do.....	14	13	15	14	15
4.....	First.....	15	do.....	9	14	11	14	15
26.....	do.....	15	Junior.....	8	8	8	10	15
58.....	Second.....	15	Senior.....	10	9	15	13	10
70.....	Fourth.....	17	do.....	12	11	13	14	15
109.....	do.....	18	do.....	11	11	12	15	15
127.....	do.....	18	do.....	10	.....	9	13	15

Boys' No.	Breathing and chest expansion.	Posture and alertness.	Total.	Class athletics.
	<i>Points.</i>	<i>Points.</i>		
1.....	12	10	74	3
2.....	10	10	91	1
4.....	12	10	85	2
26.....	9	10	68	3
58.....	15	10	82	2
70.....	15	10	90	1
109.....	15	10	89	1
127.....	15	10	72	3

REPORT OF THE PRINCIPAL OF THE BUSINESS HIGH SCHOOL.

JUNE 30, 1917.

SIR: I have the honor to submit the following report of the Business High School for the school year ending June 30, 1917:

BUILDING.

While every effort has been made to minimize the disadvantage of an annex in a discarded building situated three squares from the main school, it is obvious that such a division of the school is wasteful and unbusinesslike. Pending the settlement of the question of an addition to the present building or a new and larger building, it is recommended that the Grover Cleveland Building be devoted to the use of the Business High School as the nearest and most suitable annex.

VOCATIONAL GUIDANCE AND GROUPS.

As most pupils of the school expect to enter business and as many of them have no definite idea as to what a particular business means, an effort was made to guide students toward their future work by the establishment of business groups. With this end in view pupils above the first semester were divided into some 20 groups for a morning period and were given instruction and lectures by teachers and business men. Most of these groups took up subjects closely related to the major work of the school, such as office appliances, private secretary, advertising, salesmanship, insurance, consular service, newspaper, law, printing and publishing, telephone and telegraph; others such as farming, the automobile, and general science were general but practical in character.

As an illuminating study of this plan the report of the teacher in charge of the general science group of boys is submitted as follows:

The 23 boys of this section were grouped together because they chose some phase of science as their vocational study.

On each alternate Friday morning from October 20 to March 30, inclusive, a 40-minute period was devoted to the study of vocations in the field of science. Four lectures, or talks, were given to the boys by Mr. Frederick C. Perry, a graduate of Lehigh University, former instructor at Cornell University, and at present representative of the Bethlehem steel plant. Dr. Hedrick gave a very helpful talk to the boys on opportunities in the field of science. Mr. Davis explained the mechanism of the steam engine. Mr. George L. Bidwell gave a most interesting talk on wireless telegraphy. Very interesting and profitable visits were made by the group to the Bureau of Standards and the United States Bureau of Efficiency.

For the purpose of determining just how much the boys are interested in the group system, five questions were given them to take home and think over. They were asked to bring in written answers that would indicate their real opinions and urged not to write any answer for the sole purpose of pleasing their teacher. A brief résumé of the answers follows:

I. Has the group plan as followed at Business High School this year helped you in any way? If so, how? If not, why has it failed?

1. It has helped me to determine what course to pursue.
2. Has helped me to get understanding of modern office devices.
3. Has helped me in learning about electricity.
4. Has not helped me in any way.
5. Has interested me in electrical work, especially wireless.
6. Has taught me many useful things I would otherwise not have learned.
7. Has helped in bringing me in close contact with business men of the present, so I have their views and opinions.

8. It helps us to know what we are best fitted for after we leave school.

9. It places all persons interested along one line together.

10. Has helped me by introducing new ideas and inventions.

II. What do you consider the greatest advantages of the group system?

1. It enables pupils to get acquainted with line of work they like best. Gives chance to meet and hear what men and women know of that subject.

2. Pupil helped along line of work he wishes to take up in future.

3. Contact with others interested in same work mutually helpful. Lessens wide gulf between upper and lower classmen.

4. Visits to Government buildings very helpful.

5. All interested in same subjects grouped together.

6. Work done in group just what pupil wants. In group and record sections you meet more people of the school than in the old way.

7. Has shown me opportunities open to boys.

8. Educational value important. Business High School seeks to make some clerks and stenographers. It is wise that we see how a modern office is run.

9. Pupils have several groups to choose from and can select the ones they like best.

10. Enables pupils to get practical business ideas. Brings pupils in touch with business which helps later to get positions.

III. What are the disadvantages of this system?

1. Regular sections are not together.

2. Only disadvantage is that it mixes up the different semesters, and regular studies can not be done as well.

3, 4, 5, 6, 7, 8, 9. No disadvantages.

10. Pupils started too deeply into subjects studied.

IV. Would you advise the continuation of the group system?

1. No. I would like to have the old way, because the regular sections could then be together.

2. I advise continuation of group system so pupils can pursue subjects they wish.

3. System helped me and will help others, so I advise continuation.

4. Every student should have some knowledge of what will be of use to him after leaving school, so I advise group system be continued.

5. It has more advantages than the old system.

6, 7, 8. Advise continuation of groups; no reason.

9. Should be continued, because pupils have all this experience ahead of other persons not so fitted.

10. Yes; if methods of instruction were revised. The lectures were interesting but too far advanced for pupils to comprehend.

V. What suggestions would you make for next year?

1. Give more time; start at beginning of subject; have experiments.
2. Would not advise anything but old section system.
3. Give group more attention and time.
4. Keep group system.
5. Continue group but allow freshmen to join same group.
6. Give more time to group system.
7. Would suggest that a few girls be added to group 40 next year.
8. Have each member of class prepare talk on some branch of science and give demonstration. Have member of class demonstrate generator in room 65, moving-picture machine in assembly hall, and any other machine that can be secured.
- 9 and 10. No suggestions.

Half the class has left school to go to work or to enlist in some branch of the Government service, so it was only possible to secure the opinions of the 10 remaining members of the group. In looking over their replies, however, I find they have fairly well covered the chief advantages and recognized many of the weaknesses of the group system. Their suggestions for the future are good and indicate a real interest in the work. The boys, of course, could not be expected to know of the very annoying feature of keeping attendance records. The teachers have felt that to be the greatest disadvantage of this system.

The teacher sees, too, the difficulty of guiding pupils to a wise choice of groups. There are always some who will choose a group because other friends are there or because of the personality of the teacher rather than because they have a real interest in the work of that group. Many of the evil features of the group system could be eliminated if the whole scheme were rearranged somewhat as follows:

1. Keep pupils of various semesters in semester groups.
2. Have definite vocational study allotted to each semester.
3. Have definite time allotment for vocational study on programs of pupils and teachers and give credit for it on reports.
4. Eliminate all groups, such as dressmaking, farming, nursing, domestic science, short story, music, and languages, which have no direct connection with the curriculum of the Business High School.

5. Keep such groups as insurance, banking, private secretary, salesmanship, advertising, commercial art, office devices, and applied science.

There is so much of real worth in the group system it would be unfortunate to give it up entirely. I am quite sure that the boys of the applied-science group have profited considerably by the vocational work, meager though it was. The gain has not all been in the broader view they have obtained of fields open to them in the future. The study together of plans for their future has established a more sympathetic relation between pupil and teacher than could develop in the pursuit of ordinary courses of study. I earnestly hope, therefore, that the good features of the group system may be retained and the work more fully developed next year.

The following quotations from teachers' reports cover the chief advances in the school during the year:

BOYS' PHYSICAL TRAINING AND ATHLETICS.

FOOTBALL.

The football season in the high schools was a very successful one. Great enthusiasm was engendered in the schools, the games were well attended, and the same sportsmanlike feeling prevailed between the schools that is almost solely characteristic of the Washington high schools. There were no serious injuries during the season and few minor accidents. Business High had about 40 boys participating during the season. The team finished in second place, winning from all the other schools but

Central. The things that have been held up to the boys as the main elements making for success are promptness and faithfulness at practice, submersion of self to the team's success, and absolute loyalty to the school and its ideals of scholarship and gentlemanly conduct. A football season is strenuous and the distance we have had to go to practice has tried the mettle of the boys on more than one occasion, and while the school credits them for their staying qualities it can not be gainsaid that the training gained by them in this regard is of inestimable value in character building and formation.

BASEBALL.

About 45 boys were attracted to this sport and went through a long campaign with flying colors. Business lost but one championship game and but three others out of about 18 played. Enlistments in the Navy took from the team five of the veterans and proved the point often made that the same courage and fortitude that carries the athlete through to victory will serve to carry him into the thick of the fight when the country needs his services. The team was taken on a long trip during the Easter holidays through Virginia. Too much credit can not be given the boys for their conduct during this campaign, for not one act was recorded that did not reflect credit on the school, and this when in strange territory and subjected to the taunts and caustic remarks of their rivals. Once more the need of a playing field was made evident, for it was necessary to play games on three different fields in the inter-high-school series which nearly kills the interest in the series and keeps baseball from assuming as high a position in high-school competition as that occupied by football.

BASKET BALL.

This branch of athletics was entered into by about 25 boys who were practicing for the first team, and about 80 boys who were interested in the inter-semester league. These two activities created considerable enthusiasm among the boys and did much toward opening opportunities for athletic competition that do not exist in football and baseball seasons. The semester games were well attended by the pupils generally and each team had enthusiastic following.

TRACK.

During the winter, starting in competition between the classes taking physical training work, the work in track was broadened until a school meet was held in which all the boys of the school could participate. About 50 boys entered this meet, which was well attended by the pupils. From those making the best showing a team was selected to compete with Western High School in a dual meet and made an excellent showing.

Altogether about 150 boys have enjoyed the pleasures, privileges, and training that goes with athletic competition and preparation. The ideals of sport have been high, the teams have made excellent showing, and no accidents have occurred that were important enough to mar the different activities. The training in leadership, loyalty, and unselfishness can be gained in almost no other way, and we feel that these departments have well justified themselves as part of the Washington high school's life preparation for youths.

PHYSICAL TRAINING.

Classes in physical training have been carried on regularly during the year. Two hundred and fifty boys were enrolled and reported once a week. Marching drills, dumb-bell drills, Indian-club work, and general apparatus exercises were taught. Following the formal floor work the period is usually ended with free play and the boys leave the gymnasium wakened up and full of enthusiasm for other school work. The only drawback to the work, aside from the fact that the periods are not long enough to permit of change of clothing, is that the classes can come to the gymnasium but once a week. Aside from the gymnasium the boys were instructed in the fundamentals of athletic games, basket ball, baseball, and track work, and regular competition

carried between the members of the classes by dividing each class into units of ten and competition between these units carried out. In this way the total score of each unit counted in the competition and not the individual score made, and thus each member of the team was encouraged to raise his mark and thus help the team total score instead of being discouraged by the high mark of some team mate from trying to improve himself.

PHYSICAL EXAMINATION.

During the year systematic physical examination of each member of the athletic teams, and physical training classes has been carried out. This has been an important element in eliminating the physically unfit from the strenuous athletic seasons of football and basket ball, and has been an important factor in pointing out to the average boy where he was abnormal and what steps he needed to take to improve himself, or to guard his health. In going over the boys a great many physical defects were found. Some serious as regards the boys' health, others interfering with some important function, others really an interference in the boys' school work. In the physical training classes 208 boys were examined with the following results as regards defects:

Eyes, 26; 12 per cent. Varying degrees of poor vision to almost no sight at all for distant objects.

Teeth, 54; 26 per cent. This many with extremely bad teeth in all stages of neglect and decay. A good many more were defective.

Tonsils, 18; 8 per cent. Cases of enlargement serious enough to interfere with breathing and in most cases accompanied with adenoids that complicated this bad condition.

Circumcision badly needed, 12; 5 per cent. Advised in all these cases and the reason carefully explained.

Varicocele, 8; 3 per cent. The character of this explained and operation advised where advisable, in other cases morbid fear allayed by explanation.

Hernia, 2; 9 per cent. These were congenital defects in both cases and before unnoticed. The dangers accompanying them was explained and measures for correction advised.

Heart, 10; 4 per cent. These lesions were compensated at the time examined but were such that extreme exertion might produce serious complications. The proper precautions were pointed out.

Skin, 14; 6 per cent. Eruptions of various kinds.

Nose, 6; 2 per cent. Enlarged turbinates, deflected septum.

Aside from these formal examinations a great many pupils were sent to the office of physical training from the various class rooms during school hours for emergency treatment and advice or for consultation as to defects that teachers feared were blocking the progress of the pupil. All boys claiming disability for drill were examined before being excused for the day. The combination of physical examination with the physical training and athletics has proved to be a happy one and has worked for the good of a large number of pupils during the year.

PHYSICAL TRAINING, GIRLS.

The physical training work during the past year comprised lectures on personal hygiene, regular class work in the gymnasium, athletic work after school, lectures on first aid, and physical examinations.

In making the physical examinations of individual pupils in past years, it has been found that a large number of girls have reached the high-school age without a knowledge of the structure of their bodies and the proper care of them. Therefore, during the first six weeks of school, lectures on personal hygiene were given in the periods assigned to physical training. In the lectures given, marked

emphasis was placed upon the value of personal neatness and cleanliness, and the importance of establishing healthful habits. The results of these lectures were shown from time to time during the year when pupils voluntarily reported to the physical director certain benefits they had experienced as the direct outcome of these lectures.

As in former years, each class was assigned to one period of physical training a week. The gymnastic lesson, as usual, consisted of corrective exercises, games, and social, folk, and æsthetic dancing. The athletic work was carried on after school hours, two afternoons a week being devoted to this line of work. From the 1st of November until the 1st of April basket ball games were played, the championship games between the classes taking place in March. After the Easter vacation, tennis was substituted for basket ball. Permission to use the tennis courts in Henry Park was obtained from Col. Harts. Many of the girls playing this spring were not at all familiar with the game, so that it was impossible to hold a tournament as had been planned. However, it is expected that in the fall there will be large enough number of experienced players to make it possible to run off a very successful tournament at that time.

After the spring vacation lectures on first aid were given during the physical training periods. Each pupil was required to take notes on the lectures and to do the practical demonstrations connected with first-aid work, such as bandaging, applying tourniquets, etc. Great interest and enthusiasm were manifested in this work, and good results were obtained.

Physical examinations of individual pupils were made throughout the school year. As usual, first examinations showed great lack of care of the teeth and eyes. In cases where any physical defect was noted, the pupil was required to consult a specialist in regard to such defect, and was also required to report regularly to the physical instructor until such weakness was corrected. The Woman's evening clinic has proved to be of great help during the past year to many who have needed eye examinations or other forms of medical treatment. There are many girls in the school who can not meet the great expense attached to consulting good oculists, dentists, and doctors, and yet who are not willing to attend free clinics. What to do with such girls has always been a big problem in the past. The solution of this problem has proved to be the Woman's evening clinic, inasmuch as this is not a free clinic, but one which working girls may attend and pay only what they feel they can afford to pay. A large number of girls attended during the school year just ended, and all received good attention.

Respectfully,

(Signed)

ALLAN DAVIS,
Principal.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF PRINCIPAL MCKINLEY MANUAL TRAINING SCHOOL.

SIR: The year 1916-17 has been a most successful one at the McKinley High School, and although handicapped by a late opening caused by the presence of infantile paralysis and frequent interruptions and loss of pupils on account of the war, the character of the work accomplished has been excellent.

It is most gratifying to note that the number of pupils who complete the course and graduate is constantly increasing. Last year 42 graduated in February and 114 in June. This year 43 graduated in February and 137 in June. This increase is due most largely to the fact that the curriculum has been made flexible and practical and the pupil realizes that additional time spent in the school means increased earning capacity at graduation. The value of the training received is also felt and appreciated by the community, as is strongly evidenced by the constant demand for students to fill responsible positions. This demand far exceeds the supply. Another most gratifying fact is the constantly increasing number of graduates that go to higher institutions of learning and the splendid records that are made.

The school has done everything possible to assist in the national emergency that faces us, and has contributed its full share of young men to the fighting and industrial forces. The shops contributed their bit by making five 4-inch dummy shells for the Navy. The domestic art department made pajamas and comfort bags for the Red Cross, and the domestic science department paid special attention to dietetics and food conservation and preservation. The girls' physical-training department organized and carried to successful completion four Red Cross classes in first aid, three for the girls of the school and one for the lady teachers.

While no obstacle or objection was placed in the way of boys who wished to enlist, no opportunity was lost to impress upon the student body the conviction that the most patriotic thing a young man under conscription age could do in this time of national emergency was to continue his education diligently in order to prepare himself more perfectly to undertake the work he will be called upon to do in the war, or in the tremendous task of reconstruction when peace is declared.

The remainder of the report will consist of brief statements of the work done in the various departments.

ENGLISH DEPARTMENT.

Portion of report submitted by Miss C. J. Christiansen:

Naturally the purpose of the study of English remains the same. It is only the means and the methods that may vary in the effort to obtain for the pupil coherent and more intelligent thought and an intelligible and varied expression of his ideas. Of course this includes a more comprehensive vocabulary, a quickening of the thought power, a development of reasoning ability.

Throughout the school system of the country more stress is to-day being placed upon oral English. Consciously or unconsciously, the department of English in the McKinley School has followed the movement. Oral reports of work done in other classes, study hall, drill period, work done at home, personal experiences outside school life, all give opportunity for interesting talks. Each pupil takes his turn as secretary of the class in English, in this way we have a rapid review of the lessons of the previous day, a test of the pupils' ability to distinguish between the important and secondary matter arising, and the experience of keeping minutes.

This tends to develop another feature of school life—the socialized recitation. To us such a recitation has become so usual that we are surprised at any one's being surprised by the ease with which such recitations are conducted. My own experience in visiting schools in other sections of the United States and the pleasure and surprise shown recently by a visitor from the Washington Irving High School, New York, to our class rooms lead me to believe that we are, in this movement, in the vanguard.

HISTORY DEPARTMENT.

Portion of report submitted by Miss Genevieve Marsh:

The history courses demand much reading and topic preparation with a final long theme which means work at the Congressional Library, an education in itself. The course also requires much recitation work upon topics of such length that it gives valuable training in speaking. We have made visits outside the schoolroom to places of interest in the history, civics, and economic work, and plan to do much more of it next year and to make greater use than ever before of our lantern slides.

MATHEMATICAL DEPARTMENT.

Portion of report submitted by Miss Alice Deal:

In September, 1917, a committee of teachers of mathematics representing the different high schools of the city formulated a plan for some revision in the course in mathematics. Because the study of formal algebra has been discontinued in the eighth grade, it has been impossible to complete the whole course in elementary algebra in the first high-school year.

Beginning September, 1917, and to continue until formal algebra is replaced in the eighth grade, there will be nine semesters of mathematics that prospective engineering students should arrange to take.

In addition to these nine semesters of work there is also a year's work in mechanics, statics being taught in the fall term and dynamics in the spring term. Students have found this course of great help to them in their work after leaving high school.

LANGUAGE DEPARTMENT.

Portion of report submitted by Miss W. Hartmann:

The language department of the McKinley Manual Training School has grown from about 140 pupils studying one language, with one teacher, to a department consisting of 702 pupils studying four languages, with six teachers.

Tech now offers French, German, Spanish, and Latin. The aim of the work in all these departments is to make the knowledge of the students thoroughly practical.

In the study of modern languages, interest is aroused in the history literature, economic conditions, in short, of the civilization of the countries whose language is being studied.

Emphasis is laid on the practical use of the modern languages through the French, German, and Spanish clubs, which meet twice every month from 7.30 to 9.30 p. m. under the guidance of the language teachers. To the French department belongs the credit of having formed the first of these clubs.

PHYSICS DEPARTMENT.

Portion of report submitted by Mr. J. W. Adams:

A notable feature of this year's physics work has been the aim on the part of all the teachers to make the principles taught in the classes of more real worth in the daily life of the pupil. We have striven to emphasize the practical application of our principles in the home interests of the pupil and in the commercial applications which he sees all about him. We have used our texts as backbones of the courses, but much of the meat of the courses has been selected from the mass of application in engineering and practical life. Popular interest in science has been stimulated by war conditions, and the numerous applications of science in solving war problems have been more clearly before the public eye. We have appropriated such of these scattered fragments as bear upon our work and used them to advantage in giving a scientific insight into matters of present general interest. This has required very careful selection and arrangement to fit into the approved time schedule and to hold to the text book-skeleton. This practical attitude has been a decided step forward, has stimulated interest, and we feel has added value to the course.

STEAM AND ELECTRICAL LABORATORY.

Mr. J. E. Smith in charge:

The two engineering subjects taught to the young men in the two upper classes are steam and applied electricity, each of which requires seven periods per week of time in the school and three of home study. There are three periods for recitation and demonstration and four periods for laboratory experiments and practical work.

CHEMISTRY DEPARTMENT.

Report submitted by Mr. L. W. Mattern:

This brief report is respectfully submitted for the chemical department.

Two double-laboratory periods and three classroom periods per week are given to each of the three years in chemistry.

The first year does not give merely a superficial dash over the immense field of general chemistry, but emphasizes the fundamental things, as knowledge organized into a system, which is a desirable part of a liberal education, an important ally of other sciences, an indispensable factor in industries, and, without which, the engineer can not so successfully adapt materials of construction.

The second and third years of chemistry are undergoing changes. In a simple elementary manner we are preparing a set of mimeographed qualitative, synthetical, gravimetric and volumetric experiments which will be accompanied with recitations bearing on the laboratory work and on industrial chemistry. This work will also give a stronger and wider drill on the field of general chemistry than was given during the first year.

BIOLOGY DEPARTMENT.

Portion of report submitted by Mr. W. P. Hay:

In the biological laboratory the pupils receive training in methods of scientific investigation, a general knowledge of the plant and animal kingdoms, and a first-hand acquaintance with a considerable number of local plants and animals. No effort is made to develop specialists in zoology or botany, but those things are taught, which, it is believed, every educated person should know. At the same time there is an opportunity for one so inclined to go a long way beyond the regular work of the class.

MECHANICAL-DRAWING DEPARTMENT.

Portion of report submitted by Mr. C. W. Rippey:

The mechanical-drawing department has often been referred to as the "backbone course" of the school. This has been so because of the practical use to which the boys have always been able to put their training in mechanical drawing.

In the commercial world the draftsman holds an important place. Draftsmen are in demand in nearly every phase of industrial enterprise. Students of Tech find lucrative employment with architects, engineering firms, patent attorneys, with the various governmental departments, structural firms, and, in fact, wherever draftsmen are employed. This is considered one of the main reasons why the technical high school has proved so popular among the young men of Washington.

FREE-DRAWING DEPARTMENT.

Report submitted by Mr. J. E. Lamb:

The aim of this department is twofold. First, to obtain an individual appreciation of the principles of design or composition upon which depends so largely the merit of all works of fine or applied art; second, to secure the ability to represent or sketch any object the student may find it necessary to draw.

The student is required to take semesters in this subject, for the last two of which art metal work may be substituted. Double periods of 45 minutes each week are given, and during the third semester an additional two periods are devoted to machine sketching.

SHOPS.

The feature of the school which has made it distinctive, and to which it owes the greater part of its success from a practical standpoint, is its shops. Here theory is supplemented by practice. Instruction in this department, while not vocational in the commonly-accepted meaning of the term, is given with the dual purpose of making the boy more expert in the use of his hands and at the same time giving him the fundamental principles of trade. Opportunity is offered in the third and fourth years to specialize in any of the shops.

The boy spends the first year in the wood shop, where for four hours a week he studies the art of pattern making. This requires not only skill of hand but accurate reasoning, for the pattern maker must know how to make his pattern so that it will come out of the sand without breaking the mold, and he must allow for the shrinkage

of the metal and for finishing. He must know how to read his drawing, but unlike most other artisans he can not follow its dimensions but must modify them by fixed rules in order to produce a casting from which the article desired can be made.

The second year is spent in the forge shop where the student learns the properties of the various kinds of iron and steel and the proper methods of manipulating them. So little forging is done by hand to-day that the chief value of the forge shop in our school is as a laboratory for the study of the behavior of different metals under various conditions and not as a place for vocational or trade instruction.

The third year is spent in the machine shop. Here skill of manipulation and accuracy of measurement is paramount. Everything that has been learned in the previous shops and drawing-rooms must be taken into consideration here. The structure and capabilities of each individual machine becomes a study in itself.

The most interesting and instructive work done in the shops has been that in which the various steps have been accomplished in the school. Several small machines have been designed in the school, the drawings were made in the mechanical-drawing department, the patterns made in the wood shop and the machine was completed in the machine shop. Another important kind of work has been the repair of our own equipment. The students have obtained in this way most valuable experience and the school has been saved hundreds of dollars. The rewinding of electric armatures alone has saved \$500 or more during the past year.

The school has been fortunate this year in obtaining an appropriation of \$10,000 to build and equip a foundry. This will fill the gap in our shop equipment and make it possible for the school to carry forward its mechanical projects from the design to the finished article.

Respectfully,

F. C. DANIEL.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE SMALLWOOD MANUAL TRAINING SCHOOL.

(The School that puts the Earn into Learn.)

JUNE 30, 1917.

SIR: The work of the classes at the Smallwood Manual Training School is essentially different from that of classes of the same grade in other buildings, in that the pupils are given instructions in and participate in the activities of work-a-day life.

The aim and ambition of the Smallwood is to establish an intimate and vital connection between the school and the home and the community. To this end, the classroom work of the eighth, seventh, sixth, and to some extent, the fifth grades has been readjusted to get time for manual work. In the eighth and seventh grades the time thus gained amounts to eight hours a week in the sixth to four hours, and in the fifth to two hours.

Several kinds of work are carried on by both boys and girls, which, although closely connected, represent distinct fields in which people earn their living.

For the boys, cabinet work has been the chief product because it so easily connects the Smallwood with the whole school system, the home, and the community. It involves wood finishing, upholstering, chair caning, and carpentry, besides cabinet work of an advanced grade. We have touched the community through the articles that have gone into the schools and homes. Of the articles made in the Smallwood shop the following went toward the equipment for domestic science centers, much of it to the Powell School: 1 quartered oak extension table, 24 dining-room chairs, 3 kitchen dressers, 3 kitchen tables, 2 work tables covered with green drill, and a serving table. Various articles of furniture were added to the Smallwood equipment including a bookcase, sewing tables, and a typewriter table.

We have touched the home through the furniture carried there. Three boys each made six dining-room chairs, furnishing their own material, and one of the three first earned the money with which to pay his bill. A bookcase with glazed doors and capable of holding several hundred books, and a bureau went into two other homes under similar restrictions as to materials. The classroom furniture has also been taken care of.

Mechanical drawing has been given in an elementary way in connection with the shop work.

The girls are trained in the household arts, including cooking, sewing, laundering, preserving, dressmaking, and millinery work. When a seventh or eighth grade girl is trained to make her own underwear and dresses from patterns, to make her hats, to do the usual household sewing and mending, to clean house, to make beds properly, to care for the sick, to wash and iron, to cook a meal and serve it, and to can and preserve fruits and vegetables, a vital connection is made with the home and in a general way, with the community. Some of the girls brought the materials and did canning at the school for their homes. The same restrictions cover the girls' work going into the homes as is applied to that of the boys.

The foregoing statement of important features of the work at the Smallwood School does not include the most vital one. This I believe to be the classroom work. I take it that the person who is only hand trained is seriously handicapped in the struggle for a livelihood when in competition with those who are also head trained. This is becoming increasingly true, and one who would become more in the industrial world than an easily replaceable cog must have more than manual dexterity—he must have mental dexterity as well.

The Smallwood supplies this need by keeping up the classroom studies of the regular grades, namely; Arithmetic, spelling, composition, grammar, history, reading, writing, etc. A pupil who has studied at the Smallwood School can go into any other school of our city and take up the work there without handicap other than that incident to any transfer. The eighth-grade pupils are prepared for and have entered the high schools.

These facts prove two points of vital importance to the Smallwood School: To do the work as outlined above and within the regular school day requires a pupil to be at the least as intelligent as the average and willing to work harder. A fair criterion by which to judge the work of the Smallwood pupils is the city wide and division wide examinations. Here they have made better than the average mark when in competition with pupils giving two-fifths more time to classroom work.

Another point worthy of consideration is the attitude of the pupils toward the school. The percentage attendance is about 94 and the annual loss in numbers is about 10. When it is considered that the majority of these pupils are of an age that permits them to leave school and secure work and that the home conditions require the strictest economy, the home must feel that a need is being met or the pupils would not remain in school.

A very wrong and pernicious impression seems to persist in the minds of the public and of many teachers that the pupil at the Smallwood is one who is mentally slow and can do handwork successfully.

The foregoing statements should be sufficient to remove such an impression.

To train pupils successfully under the exacting conditions of this school requires teachers of the highest type, who count efforts, not by hours, but by lives influenced for good and who are alert to keep up with the best modern thought in education.

No report from the Smallwood would be complete without specific reference to our janitor, who saw classes from the building which he had served for many years taken up and scattered. saw all the teachers changed so that he was left alone to tell the tale, yet he met the newcomers with an open hand of helpfulness which has never been withdrawn.

The needs for the future growth and success are many. The wood shop needs a drying rack and a finishing room; the printing shop needs more equipment and room enough for two pupils to pass without touching; the domestic-science department needs a bath room; and the domestic-art department needs additional equipment.

Other kinds of work could be introduced to advantage if we can get the space, such as sheet-metal work, electric wiring, and work in some of the building trades outside of woodwork. All this calls for more teachers, of whom we stand in great need, for while the pupil hours have increased the teacher hours have been decreased. This has made some classes very large.

The Smallwood School might serve a larger community by giving instruction to pupils from adjacent buildings. This can be done by increasing the teaching force without much increase in equipment.

I wish that the work of the Smallwood School was better known within our school system and our city. Our doors are open wide to all who care to come, and we are pleased to have an opportunity to explain ourselves.

I want to acknowledge to you my indebtedness to those with whom I serve for the loyalty, cooperation, and advice which have played such an important part in the success of our school.

I thank you for the helpful interest that you have shown in this one of your many schools.

I also wish to express to you my appreciation of the ready response and cooperation of your assistant, Mr. Kramer; of the supervisor of manual training, Mr. Chamberlain; of Miss Beers, the supervising principal, in whose division the Smallwood is located; and of those other officials who have given me much help.

Respectfully,

F. A. WOODWARD, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE LENOX PREVOCATIONAL SCHOOL.

JUNE 30, 1917.

SIR: This has been a most successful year for the Lenox Prevocational School. A year's experience suggested wiser planning and better organization of the work. The seating capacity enrollments contrasted with dwindling enrollments in the seventh and eighth grades a few years ago, showed the interest both of the community and the adolescent boys and girls. As our pupils begin their prevocational work in 7A grade, we graduated this year our first class with two full years of prevocational training. The splendid results have fulfilled our expectations.

In January and again in June an exhibition of the industrial work afforded parents and friends an opportunity to observe the work done and note the progress made. The variety and fine quality of the work received much favorable comment.

The mechanical drawing for boys and the designing for girls were properly organized during the year. Mr. T. M. Medford taught the classes in mechanical drawing; Miss A. M. AtLee the classes in designing; Miss Lora White the classes in sewing and millinery; Miss R. E. Gonzenbach the classes in cooking and homemaking; and Mr. Lester Brunner the classes in carpentry and cabinetmaking.

In the seventh and eighth grades five periods a week of approximately 80 minutes each are allotted to industrial work, and the remaining time to academic work. The boys have three shop periods a week and two drawing periods; the girls have one period each in sewing, millinery, cooking, homemaking, and designing. During the two-year course our girls learn how to make their own clothing and hats, to buy, prepare, and serve food, as well as many other needs of the home. The academic work includes grammar, composition, spelling, word analysis, geography, arithmetic, algebra, history, literature, music, and physical training.

The model six-room house built on a scale of $1\frac{3}{4}$ inches to the foot attracted much attention at the June exhibit. The set of 10 tables made for our sewing-drawing room by the eighth-grade boys exhibited a good degree of skill and provided a very practicable addition to our equipment. The seventh-grade boys complete the two-years' manual training course given in other schools.

We are keeping in school many restless, practical-minded boys and girls who ordinarily leave at 14 years of age; training their hands and eyes; giving a variety of industrial experiences; making them realize the value of academic studies; helping them to discover any special aptitude and preparing them for successful high-school careers.

To secure sufficient time for the teaching of academic studies A and B grades are taught as two grades in arithmetic, grammar, and composition, but in other subjects they are taught as a single class. Civics and geography are taught in the fall semester and history and algebra in the spring semester. The program gives the academic teacher an A or B grade or both; the industrial teacher an A or B grade, but not both.

Our plan requires more home study than is necessary in the purely academic school; for the time given to seat work in the academic school is assigned to the industrial teacher.

The experience of two and a half years demonstrates the demand for this type of school in the southeast, and also the urgent need for more room space. To meet the need for more varied activities for our boys I think a print shop should be added for next session. I also think that the boys of the fifth and sixth grades could be given at least one industrial period a week with profit.

A few of the pupils who come to us have no aptitude for industrial work. Most of these voluntarily transfer to the regular academic school at the end of the first semester. Such pupils ought to be transferred to other schools as soon as the industrial teachers discover them and room thus provided for pupils from neighboring buildings who have aptitude for industrial work. While more than 90 per cent of our employed population is engaged in industrial work of some kind, we must not neglect the welfare of the 7 or 8 per cent in the future because we did not provide the best curriculum for the more than 90 per cent in the past.

I wish to thank the superintendent, the assistant superintendent, the board of education, and other officials for the support and encouragement extended our work during the past year.

Respectfully,

HENRY F. LOWE,
Principal.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF COLORED SCHOOLS.

JUNE 30, 1917.

SIR: At the close of a decade of service as assistant superintendent in charge of the colored public schools of the District of Columbia, I have the honor to submit my report for the school year ending June 30, 1917, together with the reports of the other officials in this group of schools.

THE ELEMENTARY SCHOOLS.

Ungraded class for incorrigible girls.

The establishment of an ungraded class for truant and incorrigible girls has not yet been brought about because of lack of the requisite salary. The need for the class is more urgent than ever. These recalcitrant girls ought to be provided for just as the boys have been; to place incorrigible boys and girls in the same class is most unwholesome.

Classes for mental defectives.

Five classes for atypical children of color have been in operation. They are distributed among the following school buildings: Lincoln, Cardozo, Phelps, Stevens, and Douglass-Simmons. Each class during 1916-17 enrolled both girls and boys. My judgment is that such pupils, also, should be segregated by sex.

In these classes for mental defectives the instruction should be predominantly industrial rather than literary. The difficulty is that such teachers as we have been able to secure have themselves been brought up in literary traditions. They are graduates of an academic high school, and of a two-year normal course designed to train teachers for regular primary-grade schools. Prior to service in the special classes, the teachers have had no direct personal contact with the feeble-minded. It is extremely difficult for such teachers to realize that a feeble-minded pupil is unable to profit by the pursuit of a subject calling for the exercise of judgment.

Moreover, our building principals are unable to offer any effective help in the guidance of the atypical-class teachers. The regular duties of the principals quite absorb their energies, and none of them has been able to devote any appreciable amount of time to the study of the feeble-minded.

On the whole, it is my advice that these atypical classes be located in one or two centers. The present small number of classes could be well accommodated in a single center. This, no doubt, would require the free transportation of most of the pupils, but the advantages would be very great. The sexes should be segregated. Various grades of ability could be organized in separate groups. Instruction could be departmentalized, thus relieving the individual teacher of the burden of maintaining skill in many subjects. A principal of special qualifications for the task could be secured. The shop facilities could be bettered with economy.

In short, the establishment of such a center for our atypical classes is from every point of view most desirable.

Ineffective substitute teaching.

During 1916-17, as in previous years, numerous complaints in reference to our present system of substitute teaching have reached my office. In many cases the substitute is not easily reached by the supervising principal, and, as a result, gets to the class after schedule time. Shifted from one grade to another from day to day, the substitute comes to class ill prepared for the specific task. The substitutes are not under effective supervision. Indeed, the nature of their duties makes supervision difficult.

The remedy is in part the employment of a small paid staff. Each member might receive a stated salary of small amount, say \$350 per annum. So valuable to the intending teacher is actual teaching experience that this small remuneration would secure a sufficient staff of substitutes. The members of the staff would report regularly at 8 a. m. to some central place to await assignments to classroom duty. This staff of substitutes would be under the direction of an expert connected with the normal school.

The salary schedule and the child.

The graver aspect of the present salary schedule for elementary-school teachers is its effect upon the education of the children. Thus, to change a child's teacher frequently is unquestionably to injure the child. For this reason it has been authoritatively urged that the teacher should be advanced with the children taught from grade to grade; and the proposition has much to commend it. But the local schools illustrate the other extreme.

Every vacancy above the first or second grades necessitates, under the present salary schedule, at least two changes of teachers. A vacancy in an eighth-grade teachership has hitherto meant the promotion of a second-grade teacher to a third grade, of a third-grade teacher to a fourth grade, of a fourth-grade teacher to a fifth grade, of a fifth-grade teacher to a sixth grade, of a sixth-grade teacher to

a seventh grade, of a seventh-grade teacher to an eighth grade, and finally the appointment of a normal-school graduate to a second grade. That is to say, the eighth grade vacancy has necessitated changing the teachers in seven classes. Such a thing would be comical were it not sad. The current arrangement of promoting teachers from one salary class to another rather than from grade to grade is certainly a notable improvement.

But the thorough-going modernization of the salary schedule is desirable. A modern schedule would place, say, teachers of the kindergarten and the first six grades on the same basic salary. It would eliminate so-called promotion from grades one and two to grades three and four, and from grades three and four to grades five and six. It would reduce to the minimum the shifting of the teachers of the children. Few things could be more wholesome. Moreover, a teacher on graduation from the normal school could be assigned to that grade in which she is most interested and for which she is best fitted.

At present the only way for a teacher to secure an \$800 basic salary is to secure promotions in grade, even though it is recognized that she is rendering her best service in a primary grade. Primary-grade children are certainly just as important as intermediate-grade children. And to teach them is just as delicate and fine a task.

For the sake of the children, therefore, a rectification of the elementary-school salary schedule is urgent.

Extension of the industrial arts.

The teaching of sewing, now confined to the girls of grades 3 to 6, should be extended to grades 7 and 8. Cooking, now confined to grades 7 and 8, should be taught to all girls in grade 6 and to all at least 12 years of age below that grade. Woodworking, now confined to the boys of grades 7 and 8, with few exceptions, should be taught to all boys in grades 5 and 6 and to all at least 12 years of age below that grade.

In the seventh and eighth grades the practical applications of sewing to garment making would be made. Many hundred of girls never get any instruction in cooking whatever under present conditions, because they drop out of school long before attaining the seventh grade. The same thing is true of the boys in relation to woodworking. So, such an extension of the industrial arts in the elementary schools is of the utmost practical importance.

The junior high school.

"In many cities," says Dr. Charles H. Judd, of the University of Chicago, "the transition from the lower schools has been made easy by the introduction into the upper grades of high-school methods of

departmental teaching and organization. There can be no doubt that pupils in the seventh and eighth grades are physiologically and mentally different from the younger pupils in the lower grades. So important is the recognition of this fact that the junior high school is being organized all over the country as a new link between the grades and the high school. . ."

The organization of the junior high school is justified by the special educational opportunities thus afforded. No doubt it is perfectly true, as has been shown in minute detail by Dr. Frank P. Bachman for the city of New York, that the intermediate school is a measure of economy as to number of school rooms, number of teachers, and amount of equipment required. But the educational gains are the primary consideration.

For the school year 1916-17 there were 672 girls and 443 boys enrolled in the seventh grades of the colored schools of this city; in the eighth grade there were 558 girls and 333 boys. That is to say, there were in the seventh and eighth grades together 1,230 girls and 776 boys. These pupils were scattered among many school buildings in the four divisions. Thus, in only one school were two eighth grades in operation, the Garnet-Patterson-Phelps.

Now, the junior high-school organization means the bringing together into one center of several eighth-grade classes and more seventh-grade classes. Not only does this situation permit the use of the departmental system with all its added educational efficiency; it also makes possible different courses of study. Obviously these seventh and eighth grade pupils group themselves into those who are planning to enter (1) the Dunbar High School, an academic school with a business department; (2) the Armstrong Manual Training High School, (3) the vocational schools of intermediate grade, and (4) those who expect to drop out without further schooling. For each of these groups of pupils special provision in the course of study should definitely be made. It can not be made except when the pupils are thus grouped in masses, so that enough pupils of each type will be present to fill the classes called for by several courses of study.

Moreover, with the masses of pupils present in such a center it is practicable to group them helpfully and economically in accordance with ability. Then, too, a closer adaptation may be made of the school's studies to the different needs of the two sexes. Finally, in the junior high school organization pupils may be promoted by subjects, as in the high school. At present, any seventh or eighth grade pupil who fails of promotion must repeat all the subjects of the grade. There is no more reason for doing this in these grades than in the high school, where it would be considered preposterous.

Says Dr. Bachman: "The intermediate school may be so organized that larger place is given than it is possible to give in the average school having all grades to athletics and competitive games, to club work and to social activities; larger opportunities can be given for pupil self-government; larger individual freedom for thought and action can also be permitted. In a word, the intermediate school can be so organized, such opportunity can be given for the expression of spontaneity, and for the exercise of initiative, judgment, and self-direction, that school life will make a stronger appeal to seventh and eighth year pupils than it now does, as a rule, in most schools."

At any rate, it seems desirable that the District of Columbia should not fail to try out this plan of organization. Perhaps the best place for the experiment in the colored schools would be at the Garnet-Patterson-Phelps School. Use could be made of the facilities of the Phelps Building for the seventh and eighth grades. An assembly room and shops will be there available.

DIRECTOR OF SPECIAL SCHOOLS.

The elementary classes in the colored schools are administered and supervised by four supervising principals. This position carries a salary ranging from \$2,200 to \$2,700 per annum. But after a decade of experience with the plan I am clearly persuaded that the work may be done just as effectively by a smaller number of supervisors.

It is true that the correspondence and clerical routine of these officials is necessarily considerable. Much of their time is thus consumed, certainly a very wasteful arrangement. That is to say, it would be distinctly an economy to provide one clerk at public expense to handle these duties.

Moreover, I should add that the shifting of the tasks of intimate educational supervision of the teaching process to building principals is essential. The start made in the case of the group principalships is most gratifying. In one form or another this wholesome tendency is bound to continue.

At any rate, under present conditions there is no doubt in my mind that the work now being done by our supervising principals can be just as well done by three instead of four. Accordingly, I advise that one of these officers be assigned the responsibilities and duties of a director of special schools. He should be given charge of all the summer schools and playgrounds, of night schools, and of classes for truants, incorrigibles, atypicals, and the tuberculous. This field of duty is large enough and important enough to justify the devotion to it of all the time and energy of a high-salaried officer.

The summer school.

The enlargement of the summer-school facilities for 1917 is most gratifying. The pupils from the summer graded schools who have been recommended from year to year for promotion from grade to grade have, I am advised, in every single instance made good. In no sense are these summer classes "play classes." They are classes for study; the application of pupils to the work is distinctly more strenuous than one finds during the winter term. It is my earnest hope that the number of these classes may be increased steadily. The more classes that can be assigned to a given center, the better the classification of pupils and the more effective the teaching.

The truth is that the response of the community to the summer school opportunities has been such as to suggest the possibility of eventually lengthening the regular school term. However that may be, the summer school has come to stay.

SECONDARY SCHOOLS.

The Dunbar School.

The course of study.—A one-year course in domestic science is required of all girls in the Dunbar High School. The course is primarily one in cooking. Now, it seems to me that a second-year course may wisely be offered as an elective. Neither course should be limited to cooking; they should be broadened to comprehend all the important phases of household management.

For the boys, a two-year course, elective for the first year, should be provided in manual training. Just as every girl should be trained for home making, so every boy should be given that laboratory experience which will enable him to appreciate; to interpret the operations of our industrial society.

In music and in drawing the courses are designed to train pupils to skill in execution. As a matter of fact, very few pupils have the gifts essential to an artistic career. Those who have should certainly be discovered and developed. But, those who have not these rare gifts possess a certain capacity for appreciation. This it is important to recognize and train, for it may be trained to a high degree.

A course in oral expression should be established, open to pupils of the third and fourth years. This course should include not merely elocution, but dramatics and debating. It would be of very great value to pupils who plan to enter the profession of teaching.

I should feel favorably disposed also toward the introduction of a one-year course, open to third or fourth grade pupils, in introductory social science. This would be largely a study of the very extraordinary community in which the students themselves live. It

might include some study of occupations, open to high school graduates—the conditions, prospects, requirements.

Let me renew my recommendation for the introduction of a course in the history of education, open to third or fourth year students. Such a course would have great value for students who were considering entrance upon the profession of teaching, in terms of vocational guidance. And for other students it would have interest and value, for the history of education is an integral part of the history of culture.

The department of business practice.—Special provision in the Dunbar High School for the department of business practice means, of course, that for some years that department will be conducted in connection with the activities of the academic high school. It is believed that this situation will react favorably upon the standards of teaching and of pupil achievement in this department. So far as it is practicable, it is my desire and hope that the special atmosphere appropriate to a school of business be maintained throughout the department.

It may not be amiss for me to set down here what I said in my annual report for 1909:

My own interest in the proposition (for a separate business high school) is not primarily from a desire to train bookkeepers and stenographers, although the supply of persons competent to do such work does not now meet the demands of the colored business community. The demand for such service, however, is very definitely limited by the opportunities for Government employment and by the needs of the colored business community. My interest is primarily due to a realization of how small is the number of colored men and women now engaged in the various forms of business enterprise and how important to the basal progress of the Negro people is the training of selected youth to increase this number. The business man, however paltry his capital, must think and plan and save—must rely upon his own judgment and employ his own initiative. One such man is worth a dozen clerks and adding machines. And so I am anxious to see adequate provision for giving such of our young men and women as really seem to have appropriate interests and aptitudes that fundamental training in the study of actual business enterprises not beyond the reach of their own reasonable ambitions, in industrial and commercial history, in economics, which appears to be the best foundation the schools can give for business pursuits.

At least three capital advantages are possessed by the white boy: (1) He lives in a commercial atmosphere. Prices and profits, loans and investments, form part of the family talk at the dinner table. These things become familiar to the boy's thought, because they are so bound up with the family's life. If he has the slightest aptitude for business, what is better fitted to stimulate it? (2) The success of the father or the elder brother in store or bank inspires the white boy with confidence in his own powers, as what does not? (3) Finally, the white boy has opportunities in plenty to get a start in his father's grocery store or in a friend's office, or in the great department stores. For the colored boy the schools must provide the commercial atmosphere, the school must inspire a reasonable self-confidence, the school must exert itself earnestly, systematically, and tactfully to discover here or there a chance for the promising youth to get a start.

Only a real school can do these things, and such a school our youth should have.

Our department of business practice enrolled, in June, 82 young men and 88 young women, or a total of 170 pupils. I look forward earnestly to an enrollment of 500 students. If the efficiency of the teaching could be increased, the enrollment would respond promptly. Every teacher in the department should keep himself and his students in intimate and vital touch with the Negro business enterprise in this community.

The summer school.

The summer high school session, under the principalship of Miss Mineola Kirkland, elicited a notable response from the community in terms of enrollment. The faculty consists of the principal and 9 teachers, and the enrollment has been limited to about 280 pupils.

This school offers a highly valued opportunity to pupils who are deficient in one or two major high-school subjects. It should be equipped to offer similar opportunities also to eighth-grade pupils who desire to anticipate some high-school work and to high-school students who desire to shorten their course.

It is to be hoped that the next appropriation bill will contain some legislative provision enabling the regular high-school teachers to be paid, and properly paid, for summer school service.

The Armstrong School.

The course of study.—Of the new courses suggested for the Dunbar School, some would be of advantage to Armstrong students, particularly that in social science and that in the history of education.

All the world has been brought by the world war to a poignant realization of the importance of scientific agriculture. Throughout our own elementary schools, school and home gardening has received noteworthy impetus. I myself see no reason why agriculture should not be taught at Armstrong. On the one hand, it would serve to acquaint both boys and girls to some extent with the conditions, problems, opportunities, significance of rural life; on the other, it would serve to discover the rural-minded students and to interest them in the ancient and honorable vocation. Armstrong would teach not hit-or-miss agriculture; it would teach the applications of modern science to the farm. The lead of the agricultural high schools of Massachusetts should be followed; due stress should be placed upon home projects. Let it not be forgotten that city youths often evince keener interest in systematic agriculture than those who have lived all their lives on farms.

Two vital projects.—The absence of Principal Newman on military duty during the school year was most unfortunate for the school. In

two projects he was planning to work out plans which I regard as of notable import.

One of these plans is to effect the more intimate correlation of academic and scientific subjects with the industrial interests of the students. Physics and chemistry and biology, not more than mathematics and history, should in this school be taught in vital relation to the industries in which the students are engrossed. That these subjects have been far too largely taught in isolation is regrettable.

The second plan upon which Principal Newman was cooperating with this office is in connection with making the first two years of the school's work introductory to the activities of the latter half of the course. In the first two years each student is to be given some personal experience in several representative trades and industries. This is not merely for the sake of making him handy with tools and materials, but primarily for the sake of enabling him to discover his own industrial aptitude. The last two years of the course are to enable the student on the basis of this discovery to specialize in that trade or industry for which he is best fitted.

But, under the conditions, the Armstrong School has made substantial progress in these and other directions. Thus, establishment of a trade class in ladies' tailoring deserves special mention; it affords another opportunity for specialization.

High-school eligible lists.

It is the rule of the United States Civil Service Commission that the appointing officer in making requisition for a certification of names shall specify the sex desired. The commission then takes from the proper register "the names of the three persons standing highest of the sex called for." Our high-school principals, by the rule of the Board of Education, are compelled to accept the appointment of the person on the appropriate list of eligibles who stands highest regardless of sex. Cases have arisen more than once in which it was obvious that the interests of the school called for the appointment of a woman when, under the rule and practice, a man had to be appointed. So I would recommend that the following portion of Rule 20 of the Board of Education ("Examinations for Teachers' Positions") be amended as specified below:

EXCERPT FROM RULE 20.

The names of such persons shall constitute an eligible list from which appointments shall be made in the order of their rank as vacancies occur in the position for which the candidates have respectively qualified.

AS AMENDED.

The names of such persons shall constitute an eligible list from which appointments shall be made in the order of their rank as vacancies occur in the position for which the candidates have respectively qualified, except that the high and normal school

principals are authorized to recommend the man or the woman who stands highest of the sex in question on the list according as they deem the need of the school to be for a man or for a woman.

MINER NORMAL SCHOOL.

Rule 45.—The abrogation of Rule 45 by order of the court has resulted in many marriages among elementary school teachers and few resignations. This has seriously diminished the opportunities for normal-school graduates to be appointed.

Even prior to this situation the number of graduates from this school in the various courses and invariably in the regular course for primary grades, was much greater than the local school system could absorb. Thus, the class of 1913 (regular course) contained 34 persons, of whom only 15 were appointed; the class of 1914, 31 persons, of whom 19 were appointed; the class of 1915, 36 persons, of whom 20 were appointed; the class of 1916, 49 persons, of whom only 12 were appointed. The class of 1917 contains 52 persons.

Placement of surplus graduates.—The placement of surplus graduates of the Miner Normal School in public and private schools outside the District of Columbia is thus more urgent than ever. It is not improbable that the exodus of Negro workmen from the South will result in a permanent demand both in the South itself and in the industrial centers of the North for colored school teachers of sound education and the most thorough professional training. A systematic effort must be made to render these opportunities available to surplus graduates of our normal school.

A three-year course.—As indicated above, while the opportunities for appointment to the local schools diminish the numbers of graduates increase. I should say, therefore, that this is an opportune time for the extension of the normal school course to three years. All the arguments in favor of the extension of this course some years ago from one year to two years are now valid for its extension from two years to three.

In the formulation of the three-year course electives should be provided. Thus, a second and, perhaps, a third-year course in psychology should be offered though not necessarily prescribed. Among courses that now suggest themselves to me as worthy of consideration for this purpose I may list the following: Public school curricula; treatment of exceptional children; vocational guidance; the school as social center; applications of statistical method to teaching; European schools; history of education in the United States; history of the Negro; Negro life in America—a sociological study; ethics.

Overpressure—Assignments for study.—The attempt to do in two years more work than the time permits has resulted in overpressure at the normal school. Both in the first year and in the second year

the aggregate assignments for study given to the student are unreasonably large. It is indispensable that all the teachers of a given student should clearly recognize the maximum amount of time for study that may be required under actual conditions in order that that amount may be distributed in some reasonable way among the various subjects and teachers. Constant and systematic attention to this insistent problem must be given by principal and faculty. Overpressure may prove a distinct injury to the health of the conscientious as it always proves a temptation to the slacker.

This school as an appointments bureau.—Such is the importance of the subject that I am constrained to restate here what I have said in a recent report in reference to the unwisdom of continuing this institution as “an appointments bureau”:

Under the rules of the Board of Education graduates of the “regular course” of Miner Normal School are appointed to first or second grade teacherships in the order of their standing in the two-year course. This standing is based upon the ratings of students in practice teaching as well as in theoretical studies. Moreover, among the theoretical studies each is given weight in accordance with its time allotment. The same rule governs the appointments of graduates of the kindergarten course and of the other special courses. In other words, the appointment of a graduate to a teachership is determined by her rating as a student. This surely gives the normal school the function of an appointments bureau.

It is obvious that a professional school, whether of teaching or of medicine, performs its proper duty when it gives its students a thorough professional training, imparting to them professional spirit. The addition of the extraneous function in question to our normal school has, of course, the apparent advantage of dispensing with the necessity of an examination of candidates for teacherships in the elementary schools. The whole course is in some sort an examination and one far more searching and thoroughgoing than the usual examination would be. On the other hand, our experience shows very clearly that the imposition of this extraneous function upon the faculty of the normal school promotes an abnormal competition for ratings. The student bears constantly in mind the effect of a particular mark in any subject upon his final rating. Not unnaturally, he thinks of his mark as more momentous than his growing mastery of the subject. Under such conditions the development of professional spirit is most difficult.

While there can be no doubt that a certain part of local opinion is wedded to a continuance of the present system, it is my positive conviction that one of the best things that could be done for the normal school would be to dispense with its function as an appointments bureau. I would have it a professional school pure and simple in which no artificial premium would be placed upon mere marks and in which the highest premium would be set upon the gradual attainment of mastery in the theoretical studies and in actual teaching. Such a reform—and that it would be a reform no one familiar with the facts will doubt—is, I think, bound to come in the long run, and the sooner it comes the better.

The fact is that three years after graduation, if not sooner, the best teachers are found to be by no means those who stood highest in the final rating of the normal school. This is not a matter of wonder, for the winning of marks under the special conditions of the school is a very different thing from the winning of success in the practice of the profession. So there is really nothing sacrosanct about the school's final ratings if only we adopt the viewpoint of the welfare of the service.

The fact is that the great and sacred concern of the service is to secure the best teaching possible. But in deference to local habit, graduates of the normal school might be given precedence in all examinations for elementary school teacherships. This would involve the smallest break with the past. I say, then, that a definite examination for appointments should be given graduates of the normal school and the eligibles should be appointed in accordance with their status upon the list. The examinations would involve a thorough practical test in teaching as well as a test of proficiency in the theoretical studies.

I have no doubt that this plan will secure for the service in the elementary schools the best teaching material in each graduating class quite as accurately as the present system and with less disadvantage. And beyond any doubt the normal school will the more surely become in deed and in truth a professional school when it sloughs off its extraneous and confusing function as an appointments bureau.

The normal school and the teacher in the service.—Simply as a business proposition the more adequate utilization of the plant and equipment of the Miner Normal School is imperative. During the school year the aggregate of normal-school students was 160, of whom 16 were young men. In addition, kindergarten and primary grade pupils were enrolled in the practice classes. If the normal school were to offer extension courses in the daytime and perhaps in the evening for the benefit of teachers already in the service, it would respond to a real demand. Moreover, a summer-school session of this institution at public expense for the professional improvement of members of the local teaching corps is, as I have previously urged, highly desirable. The normal-school plant is costly; it should be fully used.

THE VOCATIONAL SCHOOLS.

Segregation of sexes.

During the school year it became practicable to segregate the sexes in the intermediate vocational schools. Cardozo became a boys' vocational school and O Street a school for girls. The advantages secured by this change are not merely improvement in discipline. The teaching of every trade or industry has become distinctly more efficient, the pupils have been more closely classified, the special gift and skill of each teacher has been given freer play, the academic and scientific subjects have been taught in closer correlation with the industrial pursuits.

The school day.

When these schools were opened the working day was made from 9 a. m. to 3 p. m., with a 30-minute intermission at noon. Four hours a day have always been devoted to theoretical and practical training in the trade selected by the student, the remaining time being given to physical training, academic, and scientific studies. From the very outset, the announcement was made that "the lengthening of the school day to permit more time for academic and scientific studies is contemplated."

As a matter of fact, the vocational-school enrollment consists very largely of pupils of high-school age and grade. This has reduced considerably the necessity for the teaching of certain academic subjects. However, experience definitely confirms the view that a longer school day is needful.

It is found that the traditional schools develop mathematical skill as contrasted with mathematical intelligence; industrial mathematics must therefore be offered to many pupils in the vocational schools. School geography, physics, and chemistry are ordinarily taught in isolation from industrial concerns, so industrial science must be offered. A certain amount of practical bookkeeping must be made available; especially for the girls there must be some training in salesmanship. Some study certainly there must be of wage-earning pursuits with a view to vocational guidance.

In a word, I am led to advise that the afternoon session of the vocational school close at 4 p. m., or one hour later than hitherto.

Salary schedule.

The appropriation act for 1918 provides for 124 Class 5 salaries, "including vocational and trade instructors." A similar provision was carried—and for the first time—by the appropriation act for 1917. This gives legislative recognition to the principal that \$950 salaries are needful in vocational training. In my report for 1913-14 I pointed out that \$950 is the minimum basic salary that will secure and retain a satisfactory teacher of a trade or industry. In other words, this salary should be offered not merely to trade instructors who enter the vocational schools for the first time, but to every satisfactory teacher already included in the faculty thereof.

Additional trades.

Most of the students of the vocational schools are persons who have not yet entered regularly upon gainful occupation. What the industries involve, what prospects they hold, upon what human aptitudes they place their premiums—these things are largely unknown to these students. It becomes very important under these circumstances that as large a range of typical or representative trades and industries as possible should be included in the offerings of the schools. I would make mention of the importance to the schools' purposes of the following trades and industries:

Boys.

Tinning or sheet-metal work.
Electrical wiring and installation.
Paperhanging.
House and sign painting.
Plumbing.
Men's tailoring.
Dyeing and cleaning.

Girls.

Baking.
Confectionery.
Dyeing and cleaning.
Manicuring and facial massage.
Hairdressing.

Equipment and supplies.

The vocational schools have been gravely hampered from their establishment to the present moment by the lack of fundamental equipment and the lack of necessary supplies. Provision for these things is vital to all work in the schools. My own judgment is that in view of the usual practice a special item or items should be placed in the appropriation bill.

Utilization of schoolhouse repair.

As I have already indicated (Report for 1915-16), it is a problem of some difficulty to secure a sufficient amount and variety of work in the various trades to give our students adequate practice. It is the actual job that is pedagogically best. That our students should not be prohibited from working in the schools upon private jobs from the outside is perfectly obvious; they must have abundant practice.

I still urge, if possible, with more emphasis than ever before, the importance of utilizing repair work on the schoolhouses of the District of Columbia to provide a very large part of this practice. The amount of the work is large, the variety of it very considerable. The students could work upon it "in small groups according to the various trades, each group being under the direction of a foreman who must be a workman of exceptional skill, experience, and sound sense." The notable experience of Gary, Ind., is a sufficient illustration of the truth that this plan reduces the cost of vocational training to the minimum, raises its efficiency to the maximum, and secures the satisfactory repair of schoolhouses at very low cost.

The compulsory continuation school.

The compulsory education act (approved June 8, 1906) requires school attendance of all children from 8 to 14 years of age. In contrast with this provision the Ohio law makes school attendance compulsory for boys up to 15 years of age, and for girls up to 16. There is every reason why the compulsory age limits of the District of Columbia should be from 6 to 16 for both boys and girls.

But there is no statute requiring any school attendance of any sort of boys and girls in the District of Columbia between the compulsory age limit and 18 years of age. Contrast with this the fact that in the State of Wisconsin the employer is required to send all his operatives between the ages of 14 and 16 for five hours of instruction per week during working hours. This law limits the aggregate number of working hours per week for these children to 48.

Says Dr. R. R. Lutz, of the Cleveland school survey:

The years between 15 and 18 are among the most important in the life of the young worker. If left to his own devices during this period he is very likely to lose much of vocational value of his earlier education, because he does not grasp the relation which the knowledge he acquired in school bears to his daily work. As a result, the problem of supplementary instruction at a later age, when he wakes up to his need for it, becomes much more difficult than if trade-extension training had been taken up at once when he entered employment.

And so the survey staff recommends for Cleveland as "the only practicable solution of this problem" the compulsory day continuation school for all boys and girls under 18 years of age who are at work. This recommendation is based upon the conviction that "it is practically certain that universal training for young workers up to the age of 17 or 18 will be made compulsory in all the progressive States of the country within the next decade."

In this matter it is my earnest hope that the District of Columbia will not be in the rear guard, but in the vanguard of educational and social progress.

Utilization of the old M Street School.

Moneys for the remodeling of the old M Street schoolhouse, in order that it may serve for some time to come as the central vocational school of intermediate grade for colored youth, should certainly be carried in the next appropriation act. When the time comes for continuation school classes, they might at first be accommodated, as each individual would report for instruction not over five hours per week, in this central vocational school.

THE FARM SCHOOL.

I would renew with every urgency the recommendation in my report for 1914-15 for the establishment of a farm school. The city trades are highly congested. In the rural districts of Maryland and Virginia the attainment of economic independence is comparatively easy. City youths are sometimes more interested in scientific agriculture than country youths. So I am profoundly interested in the project to acquire a tract of 100 acres, more or less, in or near the District of Columbia for a farm school. Like the courses at present offered in our intermediate vocational schools, the courses in this new school should be two years in length. But the school should be operated the year round. At this time of national and international distress over the food supply the arguments for this farm school would find response in Congress.

CONCLUSION.

Oath of Afro-American youth.

During the school year copies of the "Oath of Afro-American Youth," by Prof. Kelly Miller, of Howard University, beautifully printed by the press of the Armstrong School, were placed in the hands of all our teachers. The oath was committed to memory by all pupils above the fourth grade. It reads thus:

I will never bring disgrace upon my race by any unworthy deed or dishonorable act; I will live a clean, decent, manly life, and will ever respect and defend the virtue and honor of womanhood. I will uphold and obey the just laws of my country and of the community in which I live and will encourage others to do likewise. I will not allow prejudice, injustice, insult, or outrage to cower my spirit or sour my soul, but will ever preserve the inner freedom of heart and conscience. I will not allow myself to be overcome with evil, but will strive to overcome evil with good. I will endeavor to develop and exert the best powers within me for my own personal improvement, and will strive unceasingly to quicken the sense of racial duty and responsibility. I will in all these ways aim to uplift my race, so that to everyone bound to it by ties of blood it shall become a bond of ennoblement and not a byword of reproach.

That these sentiments may be wrought into the minds and hearts and conduct of the children and youth of the colored public schools of the Capital of the Nation is my earnest prayer.

NECROLOGY.

Thursday afternoon, November 2, 1916, the teachers and officers of the public schools of the tenth, eleventh, twelfth, and thirteenth divisions held memorial services in the assembly hall of the Paul Laurence Dunbar High School in honor of the following teachers:

<i>Name of teacher.</i>	<i>Date of death.</i>
Anna V. Thompkins.....	February 15, 1915.
A. Louise Cornell.....	June 4, 1915.
Brittania C. Reed.....	January 4, 1916.
Parthenia E. Woodson.....	February 10, 1916.
John T. Layton, sr.....	February 14, 1916.
Ellen Truman.....	February 17, 1916.
Alfred P. Lewis.....	February 24, 1916.
Mary V. Dickerson.....	April 17, 1916.
Jennie Cornell.....	May 14, 1916.
Bertha E. Cole.....	July 21, 1916.
Arabella Beason.....	July 27, 1916.
Arthur T. Albert.....	September 2, 1916.

The program was as follows:

Presiding officer, Mr. Roscoe C. Bruce, assistant superintendent of schools.

1. Funeral March and Chant Seraphique (Guilmant).....Prof. R. W. Tibbs.
2. Invocation.....Rev. W. H. Brooks.
3. Recitation—Dying.....Miss Rachel Guy.
4. Chorus—Steal Away.....Conducted by Miss M. L. Europe.

- 5 Address—The Spiritual Life of the Teacher.....Rev. John Van Schaick.
 6. Rhapsody in G Minor (Brahms).....Miss R. Hughes.
 7. Address.....Dr. W. S. Montgomery.
 8. Solo—The Lord is my Light (Allitsen).....Dr. C. Sumner Wormley.
 9. Address—The Life and Work of Prof. John T. Layton....Prof. John R. Hawkins.
 10. Organ Solos { (a) Prayer (Guilmant) }.....Prof. R. W. Tibbs.
 { (b) Toccata (Widor) }
 11. Benediction.....Rev. Emory B. Smith.

During the present school year our teaching corps has not suffered so grievously from death, although the following deaths are recorded:

<i>Name of teacher.</i>	<i>Date of death.</i>
Miss Eliza M. Thomas.....	November 14, 1916.
Miss M. L. Jordan.....	November 29, 1916.
Miss Louise A. Smith.....	January 21, 1917.
Miss Grace A. Dyson.....	March 2, 1917.
Miss E. C. Johnson.....	March 10, 1917.
Miss Rebecca B. Ware.....	April 21, 1917.
Miss Marion G. Beverly.....	May 21, 1917.
Miss M. L. Martin.....	June 1, 1917.

In the fall of 1917 appropriate exercises will be held.

Respectfully,

ROSCOE C. BRUCE,
Assistant Superintendent of Schools.

REPORT OF ASSISTANT DIRECTORS AND PRINCIPALS.

REPORT OF THE ASSISTANT DIRECTOR OF PRIMARY INSTRUCTION.

JUNE 30, 1917.

SIR: The work of the primary department of divisions 10 to 13, inclusive, for the year just closed has been most gratifying. To keep my report within the bounds of brevity, I shall submit the three strongest points toward which we have worked this year: (1) Right teamwork with the four supervising principals; (2) efforts put forth to raise the standard of reading; (3) motivation of number work.

TEAMWORK OF THE SUPERVISING PRINCIPALS.

Quoting from your report of last year, "Right teamwork means that the team is stronger than the individual strength of the members. All reinforce each." Measured by this standard, the assistant director of primary instruction was very fortunate in being a member of a team composed of supervising principals as the other members. It gives me great pleasure to say that we have always worked well together for years; this year Miss M. P. Shadd, Dr. W. S. Montgomery, Mr. J. C. Nalle, and Maj. J. E. Walker joined me in such supervisory work as we have never done before. We have worked as one in promoting the advance of the work. At the outset our schedules of visits were so arranged that each supervising principal met me in his division as often as practicable for the study of conditions, and to assist me in testing a plan designed to raise the standard of reading in the department. We began the first semester to ascertain reading powers of the children and giving practical suggestions to the teachers. These visits were followed up in the second semester to test results growing out of the earlier visit. Following this plan we were able to see these classes again. Nearly every third, fourth, and many seconds were visited in this manner. The teamwork proved conclusively that the strength of the unit was stronger than the "individual strength of the members." We were all helped. A bond of sympathy and understanding was established, more intimate knowledge of teaching and teachers was gained, teachers were encouraged and helped, and children given the right attitude toward reading in all the schools visited. We were all agreed that results justified the amount of time and energy employed. I am free to confess that I have never worked harder and never so thoroughly enjoyed my work.

EFFORTS TO RAISE THE STANDARD OF READING.

The end-all of the inexperienced teacher, and not infrequently the experienced, is to build up a reading vocabulary. So widely and persistently is this end pursued that a very strong tendency is set up in the direction of form stressing to the sacrifice of the true purpose of reading. The child who lives and moves with things surcharged with meaning for him, who acts and talks and questions that he may grow, expand, and find himself; this child who delights to associate with the beings of wonderland is removed from his natural element

where he plays and romps and forced into another, compelled to stand wild-eyed and dumb while meaningless form is presented to him; all his experiences are eliminated and he is reduced to a mere machine in the schoolroom atmosphere where thinking must yield to form.

There can be no question concerning the necessity of the child acquiring power to recognize and pronounce words. This is an indispensable part of reading, but unless the form side is wisely used as a means to an end, unless these words are clothed with meaning for the child, and unless the ideas are properly related in his mind, the time spent teaching the child to read is misused and can but result in mechanical word-calling and artificial repetition of sentences. Such unfortunate beginners can never appreciate the keen pleasure of the more fortunate who are wisely initiated into the art of reading.

SILENT READING—WHAT HAS BEEN DONE.

Recognizing that oral reading, much of which is mere perfunctory vocal exercises, is overworked to the great sacrifice of silent reading, the royal road to the true purpose of reading, the assistant director put in operation a plan this year which has raised the standard of reading in the department. Silent reading is in higher favor now with teachers and pupils than ever before. I have referred to this work under the topic of teamwork.

In October we introduced a reading game in grades 3 and 4, and later in the second to stimulate thought getting. The play side energized interest, and enthusiasm ran high as children grappled with print to get needed information. The conductor of the game threw definite search questions which admitted of but one answer at the entire class. The children, all with paper and pencils, eagerly struggled to find the answer in the assigned selection and write it briefly in the limited time. In the early stage of the work the time for search was one minute and a half, later one, and the time for writing one; later one-half minute. Answers were to be clear, correct, and pointed. At the end of the passing of each answer, the written answers were passed over to the scorers, usually the supervising principal and the teacher who assorted correct and incorrect, there being no middle ground. The game continued, questions being thrown and returned until a maximum of eight were given. In this way the entire class read in 20 minutes, each child having eight chances to get information required. After each written answer was passed, in conversation following, decision was rendered on answers passed in. Teachers realized the possibilities and gave frequent-reading lessons in which thought getting was the goal, while skilled assignment and motivation were prominent throughout. We all feel that the children have a very different attitude toward reading, certainly the teachers have, and I fear we shall soon be concerned because oral reading is not getting its share of time. For oral reading, not as the average teacher conceives it to be, has a very important place in the child's early education. He has acquired his mother tongue through the ear and for some time the ear must reenforce the eye. Hearing the word aids the memory in calling up the meaning better than the sight of the symbol. The oral reading which is apt to frustrate the ends of right reading is that requiring the reader to read to audiences all the time. Grown-ups frequently vocalize words, but it is for the reader's benefit alone. This is the oral reading which leads to the desired end. Reverting to our reading game, when the reading tests were given in April it was generally believed the children did much better with the Kansas and Thorndike silent reading tests because of the practice they had had through the reading we had introduced in the department.

In giving the final word concerning the work in reading I feel the thrift side should be noted. In the use of paper for written answers by quite 3,000 children only pieces of paper that had been used on one side were allowed in the game. The saving of paper and the training given the children in economy could not be overlooked because of the moral element involved.

MOTIVATED NUMBER.

The high cost of living, one of the great economic questions of the times, has been employed to motivate number ideas, language, and problems. Discussions of the soaring prices of the common everyday needs naturally resulted in children consulting the daily advertisements in the papers and bills issued announcing the many attractions and price lists of the competitive firms of the city. One aim of these recitations was to encourage children to watch the rise and fall of prices, and the stores offering the best advantages for purchasers. The value of money and the expression of United States money was absorbed by the children in this constant contact with the price of things that touched their lives so closely. Buying and making change, bill making, and similar work led easily to making and solving problems in the fundamentals without the time-worn questions, "Shall I add, subtract, multiply, divide?" until the entire gamut is run. Thus, by employing the children's daily experiences, number ideas were stressed rather than number language, and the child fitted better to meet the real problems of life.

KINDERGARTEN AND FIRST GRADE.

The work of harmonizing kindergarten and first-grade work goes on. Each year sees an advance on the one before. Knowing the assistant director of kindergarten instruction will open up this subject of connecting the two departments by familiarizing the teachers of both departments with the aims, principles, and teachings of both lines of work in order that the experience and knowledge gained by the kindergartner shall be utilized in his advanced work, I will not dwell on this subject longer.

NEW RATING SHEET.

The new rating sheet comes as an answer to a long-felt need in our schools. It is so definite and pointed on vital qualifications of teachers that the mere consideration must lead to broader and fuller knowledge of the profession in which we are engaged.

In conclusion I wish to take this opportunity to thank the teachers of the entire department for hearty sympathy and support in all we have attempted, and to commend them for the good work generally. Whatever has been done has been accomplished only by their cooperative efforts. For the many helpful conferences with you and the assistant superintendent, Mr. R. C. Bruce, and the uniform courtesy at all times, I am profoundly grateful.

Respectfully,

E. F. G. MERRITT.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF ATTENDANCE OFFICER FOR COLORED SCHOOLS.

JUNE 30, 1917.

SIR: I have the honor to submit herewith a report of work of this department during the school year ending June 30, 1917.

	Male.	Female.	Total.
Cases of truancy reported.....	229	22	251
Cases of absentees reported.....	707	324	1,031
Cases of nonattendance reported.....	27	10	37
Cases found by attendance officer.....	57	18	75
Reported by immigration bureau.....	2		2
Truants returned to school.....	197	20	217
Absentees returned to school.....	575	294	869
Nonattendants entered.....	27	10	37
Found by attendance officer, entered.....	57	18	75
Reported by immigration bureau, reported.....	2		2
Visits to schools.....			379
Visits to parents.....			1,066
Visits in interest of work.....			20
Cases in court.....			52

Popularization of the value of the vocational courses afforded by our public schools seems necessary, at least among the patrons of the tenth, eleventh, twelfth, and thirteenth divisions. While it is true that some progress has been made along this line, much seems necessary to be done to evoke a more widespread response to the actual requirements of the times, namely, the preparation of a large body of healthy, aspiring, and industrious young men and women with vocational predilections, to take the places of those who, owing to the exigencies of the war have left or are about to leave the trades for the purpose of defending America institutions against the menace of autocratic invasion. The public schools can do much to fill the ranks so depleted. At present, there are no legal means of enforcing attendance upon vocational instruction, even where there is an original disposition to pursue such courses, if the child has attained the age of 14 years. Many have been the cases where the parents were deterred from endeavoring to compel their children to attend vocational schools, on account of the necessity of resorting to the juvenile court to enforce their wishes, as almost every parent would save his child from a much-to-be-dreaded "court record." While the attendance officer has assisted to the extent warranted to induce many pupils to continue their courses at vocational work, yet that officer has been hampered and the work retarded by the absence of adequate provision by law for invoking such penalties as are provided in the present compulsory-education law respecting pupils between the ages of 8 and 14 years. In view of the vast importance of the work of vocational training and the consequent need of an extension of the jurisdiction of the attendance officer, there should be such amendment of the present law as would increase the school age from 8 to 14 years to that of 8 to 16 years. In that case, the attendance officer would be enabled to enforce upon vocational schools up to the limit of the provision, and by tactfulness do much to induce a habit and appreciation of work which would insure in a majority of cases regular attendance throughout the vocational course. Or the law could be so changed as to make it apply to those only who voluntarily or by request of the parents elect the vocational course, leaving those who prefer purely literary courses to the requirements of the law as it now stands.

Referring to the number of "cases in court," noted in this report, it is proper to state in explanation that the number includes all cases taken by the attendance officer before the juvenile court, upon well-founded requests of parents as well as by reason of confirmed truancy on the part of the pupils. In many cases of habitual irregular attendance, the responsibility has rested jointly upon parent and pupil, although in neither case was the evidence sufficient to justify a regular court trial—the parent

would willingly have complied with the law had he been aware of its force, while the pupil displayed either ignorance or indifference, or both. For disciplinary reasons, therefore, applicable to both pupil and parent, a majority of the cases were taken before the chief probation officer of the juvenile court who, after administering a wholesome lecture to parent and pupil and admonishing them of the possibility of a genuine "court record" in case of their persistent negligence, entered the name of the child in "an unofficial record," for future reference, and returned him to the jurisdiction of the school system. As a rule, this treatment has had a reformatory effect upon both parent and child and insured continued regular attendance on the part of the latter. Of those pupils who received a "court record"—nine boys and two girls—all were confirmed truants and a majority bore a previous court record.

While this department has done its very best to carry out the provisions of the compulsory-education law, it is readily conceivable that the closest application to duty on the part of a single attendance officer could hardly be expected to meet the requirements and cover the scope expressed and implied in the law. To make the numerous necessary visits to schools and homes, conduct all the correspondence relating to the office, attend court cases, adjust cases of doubtful or divided responsibility and perform the clerical work involved, constituted a task which but few outside of the school system can appreciate. But thanks to the superintendent and his advisors, there is at least a partial public awakening to the real value of the compulsory-education law as a powerful agency in the work of popular elementary education, at least, as indicated by their securing of an additional attendance officer for the tenth, eleventh, twelfth and thirteenth divisions. And while this additional help will greatly increase the fruitfulness of the work, still, the best results of which the law is capable will hardly be realized until at least one attendance officer is provided for each school division. For the favor of the present increase, I have heard very many patrons express their deep satisfaction.

I wish to acknowledge my profound appreciation of the wise counsel and uniform courtesies bestowed by the superintendent and his assistants and of the hearty sympathy and cooperation extended by the entire personnel of every department of the system.

Respectfully,

IDA G. RICHARDSON.

To the SUPERINTENDENT OF SCHOOLS

REPORT OF SUPERVISING PRINCIPAL, DIVISIONS 10 TO 13 INCLUSIVE.

JUNE 30, 1917.

SIR: Herewith forwarded report of supervising principal divisions 10 to 13, inclusive, 1916-17.

The course of study placed in the schools last fall has been followed with satisfaction. The result of efforts by capable, practical teachers, it meets needs and conditions demanded by education in general, and by this community in particular. Its definiteness in aim, matter, and method places the schools in the front rank. To one familiar with the evolution and progress of teaching here, nothing is so striking as the mental and professional awakening among teachers.

The schools are abundantly furnished with fine literature in supplementary books, in unexcelled reading in circulating libraries, and in volumes from the public library. Emphasis is placed upon the reading habit. Pupils are being led to read for power, content, the ability to "tear the heart" out a paragraph or page.

Pupils are gaining in expression, oral and written, and with unremitting attention to oral language in all recitations, keeping in view structure, completeness, and clearness, an ideal will be created and sustained.

The appointment of a director of penmanship was the best step to stabilize and standardize this art. The simplicity and beauty of the system selected, the enthusiasm aroused, promise much. "Ease, legibility, and speed" are the desiderata. Good writing must be required in all written work.

The nation-wide note relative to products of the soil was heard and heeded. Our schools were aligned with the movement. The availability of land at school and home was indicated. It was shown that the pupilless plot and the plotless pupil need not be found. This was a splendid step toward self-help and thrift.

The collection of newspapers and magazines started in the schools, and the spirit soon gripped old and young throughout the city. The children did their "bit" splendidly. They may always be relied on to rally enthusiastically in all efforts for civic betterment.

Learning to save by saving was exemplified in the establishment of a school bank in the Garnet-Patterson-Phelps group. The lesson inculcated is worthy of the schools, and should be carried to other divisions.

Again we make plea for a pension for teachers. Lovingly and sympathetically teachers in the service contributed throughout the year to the support of former coworkers. Provision for those worn out in the service is a sacred obligation upon the community.

It is a truism to assert that the unit of a school system is the school building, and that the principal therein the central figure. To her and from her come and go all things, from teacher to janitor. No catalogue of the countless duties which devolve upon her is in order herein, but these duties demand consideration with purpose to give surcease. These strong spirits, the principals, have risen by service and sterling worth, and their rich experiences and forceful personalities ought not to be so often withdrawn from classrooms.

The personal touch and influence of an efficient supervising principal are valuable to teacher and taught. Growth and betterment of teachers hinge on frequent visits to classrooms long enough to learn conditions. The supervisory officers should be regarded as purveyors of good things educationally.

A class for backward pupils was organized the past year. Such a class should relieve ordinary classes of the dead drag of the laggard and dullard, stimulate and hearten and prevent the falling out of school.

No report can be made on the reading tests given near the end of the session. It is believed that periodic tests from a central point with a staff of competent persons to interpret results would go far toward standardizing instruction.

Grooving, routine, self-complacency insidiously creep into schools, and so trumpet calls from educators and thinkers with breadth and vision are gladly heard, as in the institutes. The Superintendent of Schools delivered a series of addresses which stimulated the corps.

The fine body of teachers who break the bread of knowledge for thousands of pupils in the city has won and retains a high place in the community and country. Resourceful, ready to carry out directions and suggestions, they represent the best in intellect, in character, and in professional spirit.

Your retention as superintendent assures the teachers and city of the continuance and completion of plans and policies under your leadership.

For advice given and consideration shown, due and grateful acknowledgment is expressed.

Respectfully,

W. S. MONTGOMERY, *Supervising Principal.*

To the SUPERINTENDENT.

REPORT OF ASSISTANT DIRECTOR OF NIGHT SCHOOLS.

Sir: Owing to the generosity of Congress, this year's session was longer, and better results were obtained than ever before.

The teachers, most of whom were experienced instructors from the day-school corps, brought a fine spirit of enthusiasm into their night-school work. The operation of the new law regarding salary limitations deprived our schools of two of their most efficient officers.

Pupils in the night-school classes, who were younger than in former years, attended well and were anxious to do as much work as possible in the time given.

In several elementary schools classes were so arranged that pupils desiring help along special lines could be accommodated. Many pupils who had completed the grammar grades in other cities, and others who had been out of school for a number of years, attended these classes in order to prepare themselves for civil-service examinations. Several graduates of the Garnet-Phelps School entered Howard University last fall and had no difficulty in keeping up with their classes. One pupil, Miss Sadler, won all the honors of her class. Others secured, through competitive examinations, better positions and increased salaries.

Twice during the year Miss C. E. Martin, assistant director of penmanship, visited the Garnet-Phelps School for the purpose of introducing the Clark system of penmanship. These demonstrations were helpful to both teachers and pupils. Special book No. 1 was purchased by the pupils and used throughout the term, with excellent results.

This year was marked for the number of pupils who bought textbooks. Many pupils who work for low wages are obliged to spend a considerable amount for books. I believe that free textbooks should be furnished to all pupils who deposit a certain sum to guarantee the return of the books in good condition.

In one school the teachers of the first four grades were promoted with their classes, with the most gratifying results, i. e., attendance was improved and keener interest exhibited.

During the year classes in photography, engineering, and training of janitors were established, with encouraging results. The night high-school class, which was made up of pupils who had graduated from the elementary night schools, did some highly successful work.

The manual-training, domestic art, and science classes did splendid work along their several lines. If the directors of these departments could be induced to assist in supervising, the efficiency of these classes would be vastly increased.

The vocational work progressed steadily during the year. I believe this work should be extended so as to include classes in upholstering, corsetry, hairdressing, and manicuring. The millinery class worked at a disadvantage at Armstrong School during the year. Better work could be accomplished if this class were located in the O Street Vocational School, where there is a well-equipped shop.

Thanking you and the assistant superintendent for courtesies, I am,

Respectfully,

J. C. PAYNE,

To the SUPERINTENDENT.

REPORT OF THE ASSISTANT DIRECTOR OF MUSIC.

JUNE 30, 1917.

SIR: I have the honor to submit my first annual report of the department of music for divisions 10 to 13, inclusive, for the school year ending June 30, 1917.

MUSIC READING.

The public school is responsible for the child's musical training and should develop in him the power to get musical thought with facility and appreciation. The ability to read music is important as is the ability to read other subjects. The great need throughout the system is for strength along this line. Rote singing has its value; but the child, having passed through a progressive system, should have the power to read music adapted to his vocabulary. Besides, he should be so inspired that he loves music for music's sake.

MEETINGS.

During the early part of the term meetings were held for teachers of grades 1 to 8, inclusive, for the purpose of explaining the underlying principles of the work of the year. These meetings were inspiring and the teachers were enthusiastic and responsive.

Semimonthly the teachers of the music department were called for conference and detailed assignment of work.

ORCHESTRAS.

One of the features of our work this year has been the organization of graded-school orchestras.

As the drum stage is fundamental in the development of instrumental music, the percussion instrument is the logical one for preliminary orchestral work. Triangles, tambourines, castanets, cymbals, etc., in combination with the piano, make effective music and afford a delightful opportunity to develop a clear, definite, rhythmic sense, which is all-important if any degree of success in music is to follow.

First and second grade orchestras, using wholly instruments of percussion, have been organized this year to give practice in the rhythm work (two, three, and four part measure) outlined for these grades. This orchestral work is also valuable for the development of concentration.

A canvass of the schools for orchestral instruments justified the organization of the tenth and eleventh division orchestras, which contributed to the program of the commencement exercises of their respective divisions. The scope of this work will be limited, however, until other necessary instruments, wind instruments, and especially those of the wood-wind variety, are available.

Orchestras in the twelfth and thirteenth divisions are still unformed because of the lack of instruments.

A drum and fife corps was organized to interest the less musical boys and those approaching the adolescent period. This corps, however, has been seriously handicapped because of the lack of adequate funds to purchase drums. Fifes, which are less expensive, were furnished by interested parents.

SPECIAL PROGRAM AND COMMUNITY WORK.

Immediately after the granting of my request of October 16 to conduct the first annual Christmas carol service, preparations for the same were begun. My aim was to have the children of the public schools revive the true Christmas spirit by spreading the old familiar carols and Christmas hymns throughout the city. The majority of the building principals used these carols for their Christmas exercises, rendering them very acceptably. The main service, free to all, was held at the Dunbar High

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SPECIAL PROGRAM AND COMMUNITY WORK.

Immediately after the granting of my request of October 16 to conduct the first annual Christmas carol service, preparations for the same were begun. My aim was to have the children of the public schools revive the true Christmas spirit by spreading the old familiar carols and Christmas hymns throughout the city. The majority of the building principals used these carols for their Christmas exercises, rendering them very acceptably. The main service, free to all, was held at the Dunbar High

School, Thursday, December 21, at 2 p. m., where I conducted a stage-capacity chorus of 200 voices, together with a vested choir of 75 boys, who sang the processional and recessional. Other parts of the service were rendered by a chorus from the Dunbar High School, the high school glee club, augmented by several male teachers and other enthusiasts outside the system, the Normal School, the O Street Vocational School, and the John F. Cook School kindergarten. As the stage would not accommodate all the singers, it was necessary to use the body of the auditorium. A chorus and an echo chorus sang from the balconies. The singing was clear, the articulation distinct, the attacks very gratifying, and the whole effect highly pleasing. This service has accomplished great good, judging from the expressions of the people generally and the many grateful letters received.

On Christmas eve the music department performed effective community work. Mrs. B. L. Hill, with a chorus from the schools of the thirteenth division, reproduced the carols at the Social Settlement House, L Street between Half and South Capitol Streets SW. At 4 p. m. Miss Marie James took a chorus to the Home for the Aged and Infirm, 1512 Corcoran Street NW. Miss Virginia Williams led the first chorus of public-school singers through the streets of the city. No one can tell just how far-reaching their influence has been, for all through the holidays whole carols or snatches of them were heard here and there in the city streets, and even now one catches strains of them from happy children.

COMMUNITY CONFERENCE.

The community chorus movement is insinuating itself into the hearts of the people throughout the land. It is a chorus of the people, for the people, and by the people. No other agency can be so potent in answering the world cry for democracy as the community "sing."

I beg to express my thanks for the permission granted me to attend the first national conference on community music, held in New York, May 31 and June 1, 1917. My attendance upon the same has been an inspiration to greater endeavor along community lines.

Respectfully,

J. E. WORMLEY,
Assistant Director of Music.

REPORT OF THE ASSISTANT DIRECTOR OF DRAWING.

JUNE 30, 1917.

SIR: I respectfully submit the following report of the drawing department for the school year 1916-17:

The most important factor in the development of departmental work is cooperation. Cooperation of special assistants with the head of the department; cooperation of regular teachers with special teachers; liberal cooperation of special and regular teachers in the development of plans promoted by the departmental head; and a just appreciation of individual and loyal effort by that head.

That hundreds of people, with an equal number of varied dispositions, can be depended upon to give respectful attention, mental application, and physical effort to a definite unit of work, with comparatively uniform results, is a matter for congratulation. Whatever success has been attained during the year must be accredited to uniform cooperation of special teachers of the department and regular teachers who have faithfully supplemented the work of the special teacher. Any course of study, no matter how well devised, is of secondary consideration without organized attitude and development of the units of work suggested and planned by the director. Experience has demonstrated that an elaborately planned course, when followed,

regardless of changing conditions, is apt to result in apathy, and the vital factor of success is sacrificed to formal routine.

A flexible course, based upon fundamental principles and adapted to the needs of the hour, invariably sustains interest and successful development. Example: When the gardening idea began to be a community matter, the drawing department dispensed with some units of work planned in the general course and substituted lessons on garden diagrams, which the teachers and pupils appreciated and developed in a very satisfactory way.

The flag offered a royal, patriotic lesson in drawing and color, which was made in the higher grades according to Government regulations. This unit of work was received with enthusiasm. The course of study, as a documental guide, must ever be subordinate to its resourceful use by modification or supplementation.

Occasional teachers' meetings have been very beneficial. The teachers of the lower grades, nearly all of whom are normal graduates, have enjoyed coming to the normal school building to take grade drawing lessons for current use in their schools. The lessons have correlated to a considerable extent with their regular work. It is desirable that drawing, as a classroom study, should correlate, as much as possible, with the regular work, but there must always be a just appreciation of the relative value of two or more subjects in the merging process. The primary value of one subject may be absorbed in its development by sacrificing the other, instead of being mutually beneficial. The average lower-grade teacher can make good use of drawing in many of the regular studies, and those who make rapid sketches on the blackboard are the teachers who arouse interest and meet with greater general success than those who omit it. Those who omit it do so, as a rule, from a lack of confidence in their ability to make such sketches.

The normal school pupils, during their practice periods, in the primary schools of different grades, aroused considerable interest in the schools to which they were assigned. The teachers in charge of those schools commended them for their blackboard drawing and said they would appreciate having more work of that kind in their schools. I find that there is a general desire for more work of this character. In order to meet the demand blackboard sketching classes will be formed next year with definite, systematical aim and development, such as simple and direct methods of characterizing domestic animals and pictorial representation of other subject matter representative of the daily life and experience of the child, which may be used in story telling, nature study, and even number work.

Example: This spring, when the garden idea began to develop, the first-grade teachers were given a simple drawing lesson on gardening by the director, as follows:

Have the pupils make an oblong on drawing paper by tracing around cards provided by the teacher. Have them paint the lower half of the oblong to represent ground, with a simple brown wash of paint. Show them how to make little dots with brown crayon or pencil in rows across the ground. Tell them that the little dots are pictures of little holes in the ground in which to plant radish seed for a garden. With green paint have them make little dabs over the dots. Then tell them that the radishes are coming up. Make a line of dots in red paint along the front of the garden bed and call them flowers.

One of the most interesting features of the year was the development of the garden idea from a simple lesson, like the one stated above to more complex developments in the higher grades where plans and perspective pictures of gardens were worked out by scale. Average city lots were studied, showing the location of the ground plan of the house, with paths, and outside buildings, such as woodsheds, and ground that could be used for gardens. Beds were required to be mapped out, and methods of planting and arranging both vegetables and flowers with reference to the shape of the ground.

In the seventh and eighth grades suggestions were given and pictures made in perspective to show how the ground and fences might be utilized for vegetables and flowers.

The general aim is to make the drawing lesson valuable in a practical way without detracting from the major value of good art methods and expression, use and beauty being the keynote for development.

More and more we are coming to see the necessity of emphasizing this keynote in all of our departments of material development. The general feeling for prevocational guidance, vocational schools, and general practical development, if carried out successfully, must have as its basis good direction in formal structural development, which must depend upon appropriate drafting, to correspond with the needs of each school or department.

Drawing must be considered more generally in connection with good form as a basis for material development in the future more than it has in the past. Closer cooperation and correlation are necessary to develop more appreciative results than have been developed in the past. More teachers of art will be necessary to cooperate with the heads of departments, and possibly their associates, for better general results.

The teacher of drawing appointed to the Cardoza Vocational School is a step in the right direction for other schools and departments of the same character.

Other general subjects not mentioned, usually suggested in the average drawing courses, have been developed along similar or diversified ways to those in general practice, with results that are creditable to the special teachers of the subject and the regular teachers of the grades whose loyal cooperation is worthy of special mention.

I am truly grateful for the support of the special and regular teachers. I am especially thankful for every encouraging word and act from school officials.

Respectfully,

T. W. HUNSTER,
Assistant Director of Drawing.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT SUPERVISOR OF MANUAL TRAINING.

JUNE 30, 1917.

SIR: The problem of the past few years of providing accommodations for all sixth grade as well as seventh and eighth grade boys in the manual-training shops has been largely met in the year just closed.

Plans are now being made for the extension of the manual arts down through the fifth grade. It is desirable, I believe, that this work be broadened to include branches other than woodworking. Plain basketry and light metal work might be a part of this course. The average fifth-grade boy is too small to work successfully with the heavier tools and materials. It will be necessary to make some special provision for this class.

During the latter part of the school year the manual-training shops were much occupied doing work for the Red Cross. More than 1,500 splints and 5,000 tongue depressors were made. The material for the splints was furnished by the Red Cross Society. The tongue depressors were made from scraps of wood which would probably have gone to waste had they not been used for this purpose. Not only was a valuable service rendered by the boys but an important lesson in thrift was taught. The boys seemed to appreciate the importance of this effort in behalf of humanity, and much enthusiasm and friendly rivalry was exhibited. This work was accomplished although each boy had some work to finish which was to become his property upon completion. This success was due in large part to the splendid cooperation of the teachers.

Plans have been made and submitted making special provision for pupils who do not wish to attend the vocational schools but who are desirous of obtaining a more thorough

training in the industrial arts. Industrial training for boys in the regular course of the Miner Normal School is also being considered.

Respectfully,

O. W. McDONALD.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF DOMESTIC SCIENCE.

JUNE 30, 1917.

SIR: Economy was the keynote of the work done in the domestic-science department during the school year of 1916-17. The teachers in this department appreciated the necessity for training along the lines of economical living and took advantage of the many opportunities that arose to drive home these lessons.

True economy calls for the conservation of time and of energy as well as of food. To make use of time intelligently one must be physically fit. Much valuable time is wasted because of lack of concentration and intelligently planning and carrying out details, due very often to poor health. Energy depends largely upon health, the one therefore can not be conserved without the other.

Food is one great factor in building up and keeping in trim the physical condition. Investigations are being carried on in the study of food values and more and more are the laymen being shown the necessity for an intelligent understanding of this phase of feeding. Much of this work is being simplified and distributed through the home economics section of both the Agricultural Department and the Bureau of Education. This is making a marked change in the medical field as well as in the conditions of our everyday living.

With these facts in mind our activities in the sixth grade were directed toward the training for careful, thrifty habits in good housekeeping. In the seventh and eighth grades careful buying and preparation of food was emphasized. The grade and special teacher often cooperated and took excursions to markets, bakeries, etc., together. Food values were studied in a very simple way. Simple meals were planned, cooked, and served. The cost of these meals was estimated, various combinations and substitutions being suggested and made to suit different circumstances.

Through the courtesy of some of the experts in the Agricultural Department we were enabled to get in touch with some of the latest ideas pertaining to the conservation of food. Demonstrations in canning and drying were freely given. This instruction in connection with their garden work was very helpful to our girls and will be invaluable to them in meeting the serious food problems that are confronting the country. The opening of our cooking centers this coming summer is most opportune for the housekeepers.

Much interest was shown this year in the bread contest and an opportunity was brought to the domestic science teacher to impress many lessons of economy as to the use of corn meal and the various substitutes for the high-priced white flour. The prizes for this contest, in the form of a bank account of \$5 for the division prize and one of \$8 for the city-wide prize, were given to encourage thrift. I quote from a letter received from the president of the Housekeepers' Alliance, the club of women offering the prizes: "The report you make of one girl having increased her savings bank account prize from \$5 to \$25 in a year is an admirable showing, and so far as I know is unmatched in the schools. Congratulate the girl for me. I hope she may win another prize this year. What if she were the first girl in the public schools to purchase a Liberty Loan bond with her own savings!"

The penny lunch at the John F. Cook School started last year by the Parent-Teachers' Association and supervised by the domestic science teacher was again operated

during the severe winter months. Both the children served and the girls who did the serving were benefited.

Plans are well under way for the service of hot, nutritious food to the tubercular children. Well-balanced meals suited to the needs of these children are planned and served. Similar work is being done in the special class at Lincoln School. In addition to nutritious food these children get such training as will help to make them better able to care for themselves.

I must comment on the splendid work and interest shown at the Dunbar High School. This being the first time such work has been given in this school, it is very gratifying to note the keen interest of the girls and the untiring devotion of the teacher.

Much dignity has been brought to the household arts department of our schools by the progressive teacher in our normal school. She has stood for a high type of scholarship being essential to such an important work as this and has been an example and inspiration to our young women.

The success that has come to this part of the school work has been very largely due to the earnest cooperation of my assistants and the courteous consideration and help of all officials.

Respectfully,

JULIA W. SHAW.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF DOMESTIC ART.

JUNE 30, 1917.

SIR: I have the honor to make the following annual report for the year ending June 30, 1917:

In general, the year was one of success. The spirit of interest and cooperation was very strong and the quality of the work produced was very satisfactory.

For the past three years I have recommended that sewing be introduced in the seventh and eighth grades; for the first semester of this year sewing was tried in one seven B grade, and for the second semester in one seven A grade and two seven B grades. The enthusiasm and interest shown by the girls were wonderfully satisfactory. Besides reviewing the growth and manufacture of textiles, discussions were held on the physiological and psychological aspects of clothing, whereby the girls learned to appreciate the economic value as well as the value of well-made garments versus factory-made garments.

The work done in the sixth-grade classes was particularly good. The results of the good influence of the teachers were seen in the work exhibited at the annual exhibition of the tenth and eleventh divisions.

Respectfully,

EVA F. WILSON.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF PHYSICAL TRAINING.

JUNE 30, 1917.

SIR: The fact that numerous treatises on preventive medicine, hygiene, physical training, athletics, etc., are already in existence proves the importance of these subjects, and the proper development of the body and mind seems to be universally recognized as the main necessity for the building of better and healthier human beings. This proper development must in time produce a stronger and better nation.

Since investigations in psychology and pedagogy have proved beyond a doubt that all that man mentally is he has become through physical activities, I believe I am justified in demanding for physical education the place in modern education it should have had when the first attempts in building up a scientific educational system were made, and that place is second to none.

It is the duty of the physical-training department to protect, conserve, and insure the health of school children, making them mentally alert, active, and vigorous, and at the same time make them happy.

The means employed are through physical training, athletics, and hygiene. Physical training is the one we have laid most stress on, then athletics, and, last, hygiene.

The physical training has been done much as in previous years, more attention being given to posture, the necessary foundation for a long and vigorous life. Next year we hope to do something that will stimulate daily home exercise.

Athletics for boys is well organized under the Public Schools Athletic League. I believe I am right when I say a place where they could come together for games is the most essential thing needed. Girls' athletics have suffered because of two reasons: First, because the regular teacher feels that she has not the time to give, and, second, because of a lack of funds to employ coaches. As we do not believe in girls coming together in public places and exhibiting for money, there are no funds available. I regret exceedingly that the teachers did not take kindly to the walking club idea. I can not see how it can work a hardship on any one, as a different teacher could conduct the walk each month. Where the walks were conducted at all the children were enthusiastic, and so I shall send out the same arrangement for next year with the hope that it meet with a better reception. I do not feel that it is well to attempt more in athletics until this small amount of time required has been given willingly.

Last year the Shakespeare tercentenary celebration with its old English folk dances took the place of our field days given regularly since 1912. This year, because of the lack of a place, they had to be omitted. These festivals or field days develop strongly a spirit of loyalty to the group. So helpful along these lines are the field days that it would seem advisable that the schools have a suitable place at their command, and that these exhibitions be held yearly.

The one thing that would be most helpful and result in more teachers having daily work would be to have an absolutely definite and invariable time for formal physical training; that as far as possible all classes exercise at the same time.

The physical training for all the children in the tenth to thirteenth divisions is conducted by one assistant director of physical training, three teachers of physical training in high schools, four teachers of physical training in the graded and all special schools.

Respectfully,

ANITA J. TURNER,

Assistant Director of Physical Training.

REPORT OF THE ASSISTANT DIRECTOR OF KINDERGARTEN INSTRUCTION.

JUNE 30, 1917.

SIR: The work of the kindergarten department, tenth to thirteenth divisions, has made some advancement this school year. Work was started at the instant of opening and enthusiastically kept up by the teachers, who showed a fine spirit of earnestness and cooperation.

I have selected for this report two topics of general interest: (1) The unification of kindergarten and primary schools, to which we have given considerable thought for several years; (2) an experiment in education.

The unification of the kindergarten and primary school has been the subject of previous reports. Our past efforts were mainly to have the kindergarteners become acquainted with the primary school through the study of standard authors of modern type, conferences, and visiting. The aim this year has been to crystallize by bringing together materials and activities common to both kindergarten and primary school, and showing in outlines the child's preparation in the kindergarten, which might be used as a basis for first-grade work.

The kindergarten, like other phases of education, aims to develop power in the individual child, and we sometimes boast that we are preparing children for life work and not particularly for grade work; yet it is a fact that proper preparation in the subject matter of the kindergarten is preparation for the primary school. A child leaving the kindergarten, well informed for his age, with power to think, to talk, and to do, is highly appreciated in the graded class.

The outline will suggest to the first-grade teacher experiences, knowledge, skill, tastes, and specific habits which the child brings from the kindergarten. They should not be used as given in the kindergarten but should be utilized in new situations calling for a greater exercise of the child's power on a higher plane.

The following are noted under specific habits and attitudes, which should be continued in the grades: Promptness in response to signals; self reliance and helpfulness in putting wraps, etc.; orderly distribution and collection of materials, politeness, waiting for instructions when instructions are necessary; rhythm; good use of tools, scissors, crayon, paste, paint brush; consideration for the rights of others; right attitude toward the animal and vegetable world; also songs, games, stories which the children like and constantly call for; conversations and play situations as a basis for language; construction work toward the end of the year more in line with first-grade work, as the making of boxes, baskets, furniture, etc., from measurement; number solving and making problems.

If these points of strength of the kindergarten child are utilized to the best advantage by the primary teacher, the school life of the average child can be very materially shortened.

Gardening is a part of the kindergarten curriculum and has always received considerable attention. The children observe and care for growing plants from the beginning of the school year and in the spring time they plant, transplant, and nurture until fruition. Each year, however, the number of schools having no space for gardens on the premises is very much increased, so that many a school garden has found a place in the back yard of some generous neighbor. Owing to the practice of thrift and economy that prevails at this time the existence of one outside garden was seriously threatened, but a compromise was effected; the neighbor retained the back yard for her own purpose and turned over the front lawn to the kindergarten for its vegetable garden.

Excursions this year were broader in scope and in many instances of exceptional value in adding to the experiences of the children. More schools visited the Zoo than heretofore, and a considerable number made trips to the country in the fall and the spring, where there were abundant opportunities for observing the gardener in his particular activities and for viewing the world of nature in brook, field, and wood.

It is our purpose to have an experiment in education this coming school year in line with the recommendation of the assistant superintendent, Mr. R. C. Bruce, who advised a giftless kindergarten. The experiment is not an intention to discredit Froebelian materials—particularly the building blocks, sticks, and balls, for in recent years better uses of all kindergarten materials have been evolved. Still no educational movement can fail of recognition when after much experimenting and investigating a claim of greater efficiency is made. The present-day educational problem is how to provide conditions which will bring out the greatest amount of initiative

in children, which will develop thought and reasoning in the most effective way. Our quest is in this direction but at the same time holding fast to that which is good.

The crux of the experiment is found in the following question propounded by Prof. Patty S. Hill: "If the activities and surroundings of the kindergarten were more like those in real life would problems arise spontaneously out of these more lifelike situations as they do in life?" It is claimed that experiments have indicated that the play motive when utilized in the production of toys seems to offer problems which the children recognize as their own. Dolls and doll families symbolizing humanity become the real motive and all the productive activities of the kindergarten center about the needs of these symbols, which, while "make-believe," are almost identical with those in real life—food, clothing, shelter, etc., the ways and means of supplying them in real life offering the same opportunity for creative work which they inspired under the more pressing conditions of the race.

The materials for the experiment are those of Froebel, Montessori, any good toys, and other play materials including those from nature and those of merit in the field of fine and industrial arts. Building blocks for use on the floor and in group work have been introduced. They are of related size and of sufficient quantity to make playhouses in which the children may play, bridges over which they may walk, and other play situations which seem to meet a long-felt need in the kindergarten.

Thanking you and the assistant superintendent for courtesies and cooperation, I am,

Respectfully,

N. T. MYERS.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF PENMANSHIP.

JUNE 30, 1917.

SIR: I have the honor to submit to you the first annual report of penmanship in the public schools, covering the period from November 17, 1916, to June 30, 1917.

This year has marked a decided change in the method of teaching penmanship, making an advance that is noteworthy. We have laid aside the many methods previously used in our schools and have introduced in all grades the Clark system of penmanship.

This method of teaching penmanship is based on two propositions: (1) Writing is a habit and to teach it properly one must train pupils to acquire this habit; (2) all letters, words, and numerals require a particular movement to form them. If these propositions are correct instead of mechanical exercise practice, the pupil should be trained to form the habit of making letter movements and word movements together with such movements as will form or write the numerals. The practice in making these movements provide for teaching letter formation and movement exercise work simultaneously two things which have always been difficult to combine. The writing process consists of moving the hand across the page from left to right and at the same time making letters, words, and numerals. It is an actual working system which any teacher can use and which has been tested at every point.

To those who have learned free-movement writing it is evident that it is immensely superior to finger-movement writing in several particulars: (1) The posture required is erect, easy, and healthful; (2) the fingers are not cramped and twisted; (3) the movement is easy and does not tire the writer; (4) the lines are smooth and even, giving a graceful appearance; (5) the small letters are uniform in height; (6) the spacing is regular; (7) the slant being governed by the position of the paper, the movement of the hand is the same in all downward strokes. This gives the writing a beautiful and symmetrical appearance.

Penmanship is now taught in the normal school, and many of our future teachers are qualifying in this subject as in other subjects taught there. The prospective teacher will enter upon her work with a better grasp of the method and development of the system. The principal, Dr. Lucy E. Moten, has manifested great interest in the work and her cooperative spirit has been helpful.

Mr. Clark, author of the system, gave a number of demonstration lessons to teachers in November. All were greatly helped by his expert advice and instruction. In June Mr. Clark visited the schools again and found the pupils in all grades writing better and the teachers warm advocates of his system.

During the year the following activities have been possible:

1. Investigations, summaries of which are herewith submitted:

- (a) Communications were sent to various business firms regarding the degree of excellence in writing they demand of applicants for positions in their firms.
- (b) A follow-up experiment in the fourth grade to determine if the pupil of this grade comes into possession of higher degree of motor control.
- (c) A conference with Asst. City Postmaster Chance to ascertain how many letters are sent annually to the Division of Dead Letters. From the large number reported pupils of the public schools at this time can do their bit in serving the Government by addressing all mail in a plain legible hand.
- (d) Classifying specimens of handwriting in grades 1 to 4, inclusive, for the period from February 1, 1917, to June 1, 1917, according to the following scale:
 - Class A. Vertical.
 - Class B. Medium slant.
 - Class C. Extreme slant.
 - Class D. Backhand.
 - Class E. Mixed.

Marked improvement was shown in position and movement.

- (e) A kindergarten class was asked to write a letter, and only three in the class made scrawls, the remaining 12 moved their hands easily and flowingly across the page, forming unconsciously series of I's, proving that this natural continuous movement should be cultivated and not combated.
2. Meetings:
- (a) Of teachers. To unfold enough of the theory of penmanship to educate anyone in that part of the subject. To suggest what to teach in penmanship. To explain how penmanship should be taught in the public schools.
 - (b) Of mothers stressing essential points helpful in penmanship for children during vacation.
 - (c) Of pupils who wished to do more than the required work.
3. Outlines:
- (a) Of standard scales and tests used in measuring handwriting of children, in grades 1 to 8, inclusive.
 - (b) Of work for the Myrtilla Miner Normal School, primary grades for 1917-18.
4. Exhibit:

On June 12, 1917, specimens of daily written work were exhibited at the M Street High School, showing what had been accomplished this year.

I gratefully acknowledge my obligation to you and Assistant Superintendent R. C. Bruce for your kindness and consideration, and in closing will extend to the teachers many thanks for their loyal support and cooperation.

Respectfully,

C. E. MARTIN.

Assistant Director of Penmanship.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF MYRTILLA MINER NORMAL SCHOOL.

JUNE 25, 1917.

SIR: I have the honor to make the following report of the activities of Myrtilla Miner Normal School for the scholastic year 1916-17:

THE COURSE OF STUDY.

In content and in departmental division the several curricula of the school have remained similar to the content and organization of last year. There has been a closer alignment of the work of the regular primary grade curricula about the training school as a center of activities. This has been made possible by the designation of Mr. E. A. Clark, of the normal school faculty, as instructor in the principles of teaching and as director of the training course. The work of the training school has been most satisfactory as a result.

ALUMNI RECORD.

The appointment of a special beginning teacher of third-grade practice in the person of Miss R. B. Lane has made it possible, because of her special interest in alumni matters, for the school to begin the collection of alumni statistics. Judging from the beginning already made, I feel that in a short space of time we shall have a complete record of graduates and undergraduates of the normal school.

We are interested in the appointments and future service of our graduates naturally. The faculty of the school can not assume responsibility for the placing of students in our own or other systems except to give the student every opportunity to determine his own standing by his undergraduate work.

Post-graduation agitation as to pupil standing that has been determined fairly and accurately is, we feel, detrimental to the highest efficiency of both the pupil concerned and of the work of the school.

EXTENSION ACTIVITIES.

The school raised from musical and literary entertainments the sum of \$113.07 for the Red Cross Association.

The Sunshine Club is now, under the direction of Dr. Wiseman, conducting a survey in the interest of social service in our community center for the next school year.

Several other lectures and dramatic presentations were given during the school year, notable among which was a series of marked cultural and technical value given to teachers in service by the superintendent of schools.

REPORTS AND SURVEYS.

Of special interest to the principal and faculty of the school have been the series of reports and surveys looking toward a standardization of normal schools. These descriptive and statistical surveys have enabled the faculty to get instructive and new views of our own school and have been of especial value in presenting standards of comparison from other reputable normal schools in America. Reports on the surveys were made by chairmen of committees upon special features to the principal and faculty in weekly meetings. The final report as incorporated in the survey was the result of faculty discussions upon the reports of the committee chairman.

Among the surveys of the year were discussion of recommendations upon theses and curricula submitted by the Carnegie Foundation for the Advancement of Teaching, educational surveys of the National Council of Normal School Presidents and Principals, and a survey on language and literature in the city normal schools for the conference of city normal schools.

In conclusion I desire to thank the members of the board of education and the officials of the school system and the individual members of the faculty for cooperation and sympathy with the work of the normal school for the scholastic year past.

Respectfully,

LUCY E. MOTEN, *Principal*.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF PRINCIPAL OF DUNBAR HIGH SCHOOL.

JUNE 30, 1917.

SIR: We have the honor to submit the following report of the Paul Laurence Dunbar High School for the year 1916-17:

The Paul Laurence Dunbar High School opened its doors to pupils for the first time on October 2, 1916. It is a five-story brick building of Tudor architecture. It was designed by Municipal Architect Snowden Ashford. The building is 401 feet long by 150 feet deep. For all purposes there are 110 rooms. Aside from regular class rooms, the building affords excellent facilities for special departments, such as music, printing, domestic science, library, banking, lunchroom, physical training, cadet drill, shooting gallery, and assembly. The building, new equipment, and ground represent an outlay of \$580,000.

Dunbar is not a cosmopolitan high school, yet she has in a way departed from her strictly academic course of study. Domestic science is prescribed for first-year girls, printing is offered as an elective to upper classmen, and a department of business practice is separately maintained.

Considerable difficulty attended our opening this year—occasioned, first, by the presence of workmen in the building and, secondly, by the fact that a fire in the factory of one of our contractors delayed for several months the installation of our laboratory equipment. These circumstances, together with our late opening, the dedication and preparation for the same, and the many interruptions occasioned by our entrance into the war made working conditions this year very unusual. Hard, persistent, and conscientious work on the part of our faculty and students, however, reduced the losses to the lowest possible minimum.

The Paul Lawrence Dunbar High School was dedicated during the week of January 15-19. Exercises were conducted in the auditorium during the evening of each of the school days of that week.

On Monday evening, January 15, 1917, Hon. Frederick L. Siddons, of the Supreme Court of the District of Columbia, representing the District Commissioners, formally dedicated the building and named it for Paul Laurence, America's distinguished colored poet. Speeches of acceptance were made by Dr. John Van Schaick, jr., president of the board of education; Supt. Ernest L. Thurston, and Asst. Supt. Roscoe Conkling Bruce.

Throughout the week of dedication Mrs. Matilda Dunbar, mother of the poet, was the guest of the Dunbar faculty.

We have said that Dunbar is not a cosmopolitan high school. It has long been our theory that a cosmopolitan high school is well adapted to the educational needs of a small city which can afford only the one high school or would meet the demands of a city of extensive territory where there is need of bringing to the children in each section the many-sided opportunities of secondary instruction and training. But Washington has already built her high schools for colored youth—Dunbar and Armstrong—the one academic, the other manual training. For Armstrong the drift is toward the technical high school. In fact, changes and modifications in her course of study have already been instituted looking to that end. But Dunbar must remain essentially an academic high school, a preparatory school for the normal and for college, to discover and develop group leaders for the race. The former principal of the M Street High School was more than prophetic when he wrote last year that "It is apparent to me that the special work of this school is to be, for years to come, the

preparation of pupils for other and higher schools. About 30 per cent of those who enter our academic department remain to graduate, and of this number from 75 to 80 per cent go to other schools."

That all of the opportunities and facilities of modern secondary instruction and training may be available to our young people, we earnestly trust that you will see the wisdom of establishing at an early date in the old M Street building an up-to-date secondary school for trade instruction. Dunbar, Armstrong, and old M Street would then afford opportunities for educational guidance and specialization incomparably superior to those of a cosmopolitan high school.

The Dunbar High School Parent-Teachers' Association was organized in February, 1917, with Dr. William A. Warfield as president. We confidently look forward to splendid results from this organization. It represents, we believe, the first successful attempt on the part of our parents and teachers to get together in organized fashion to work out scientifically the many problems that arise in the lives of high-school youth. Every assurance is ours that school politics will not figure in the program of this association. Our purpose is rather to get in closer touch, through parents, with the home life of our pupil material, to learn their environment, their habits of study, etc. If, through the efforts of this association, the parents of delinquent pupils are reached in personal conference at least once a year, its setting apart would be justified. Unfortunately, it is too often the experience of teachers not to find at parent-teachers' meetings the parents of children whose cases really need investigation, study, and treatment. A progressive parent-teachers' association can make a definite contribution to the life of any institution in adopting the policy of working out systematically this problem of bringing into closer intimate touch the teachers and parents of delinquent pupils.

It is a pleasure to be able to report that our faculty is attacking the problem of retardation at Dunbar. It is our present plan (1) to prepare through a faculty committee all data showing the facts as to this situation here, (2) to study the causes of retardation, and (3) to formulate a policy for its cure. We realize, of course, that retardation is an ever-abiding problem in school life, yet we are profoundly of the conviction that intelligent study and systematic, scientific management will go a long way toward controlling it. How far retardation at Dunbar is accounted for by poor mental equipment, by discouraging conditions at home and in the community, or whether it is largely a matter of classroom methods and standards which result in failure to distinguish the varying abilities of individuals in the same group and to guide pupils in accordance with their aptitudes, we are not now in position to determine.

Our purpose is, however, to attack the problem through the coaching teacher, a faculty committee on educational guidance, the parent-teachers' association, supervised study, and the summer high school.

For some time we have been of the impression that we could well afford the services of a coaching teacher upon our faculty, one paid a regular salary whose chief function it would be to give assistance to backward pupils. The success of such a plan, of course, would depend entirely upon the teacher. He should be splendidly equipped educationally and generously endowed by nature with sympathy and tact and patience. Such a teacher in a large institution like Dunbar would assist greatly in solving the problem of retardation. From a committee on educational guidance we could secure much valuable data and expert advice. In the mind of one who has had experience with a highly elective system in a high-school course of study there can exist very little doubt of the need of such a committee. Here is a great opportunity at Dunbar for a small group of us to study our student material at closer range, to learn the bent of our children as they come to us, to advise with them and direct them along proper lines of educational effort. The personal touch counts ever so much. Our own impression is that such a committee would not only contribute largely toward a reduction of retardation but would likewise defeat the hit-and-miss method of

election that too often obtains among high-school pupils. Once we discover to pupils their talent for certain studies there is little difficulty in keeping them in school and securing from them greater specialization. This committee has a wide field for operation in securing greater specialization in the two upper years in science, mathematics, history, and language, in the department of business practice, and in the manual arts.

We recommend most heartily supervised study in connection with this problem of retardation. There is undoubtedly close relation between retardation and habits of study. So many of our pupils, especially in the first two years, do not know how to study. At this writing we are not so sure of how a plan for supervised study would work out, first because of our limited experience in this connection and secondly for the reason that our faculty is already loaded to the breaking point with classroom work. But we are convinced that supervised study should play a considerable part in the working plan of the modern high school. Whether it means, as Superintendent E. L. Thurston says, "a slight lengthening of school hours" or "more teachers" is a matter of small moment. It is of vital importance to the community and to the pupil alike that every reasonable method be adopted which will shorten the life of students, lessen discouragements, and reduce retardation. To this end we sincerely trust that you will find it convenient to grant such increase in teachers next year as would admit of the adoption of supervised study as a regular part of our daily program. The period from 2.15 to 3 p. m. might well be used in this way.

On May 26, 1917, we had the honor of recommending to you the establishment of a summer high school at Dunbar. Our recommendation resulted from the conviction that a summer high school would help immeasurably in the problem of retardation. It is a source of gratification to us all that this recommendation was approved. The summer high school opened at Dunbar on June 25, 1917, with a faculty of eight and with Miss Mineola Kirkland as principal. The school is to operate for six weeks. The work is to be intensive, the student being required to do in 60 minutes' recitations daily for 30 days what he ordinarily does in 45-minute periods daily for 90 days. No pupil is allowed to take more than two subjects. Preference is given to retarded pupils, but opportunity is also extended those who desire to do work in advance of their classification and to pupils who are about to enter the high school from the grades. Credit for work thus accomplished will be given in the regular session. The summer high school will undoubtedly stimulate scholarship and lessen retardation.

On March 1, 1917, the Dunbar High School savings bank was established. The machinery and responsibility for the bank are intrusted to Mr. D. B. Thompson, instructor of bookkeeping and banking, and Miss Mary Cromwell, of the department of mathematics. Rules and regulations governing the Dunbar bank are similar to those of the other school banks. During the period since March 1 our total number of depositors was 113; total deposits, \$2,148.54; balance on hand June 22, 1917, \$614.14.

For the first time in many years the department of business practice is comfortably housed. The transfer of this department to Dunbar increased in a very great measure student opportunities. At Phelps, we are informed, this department suffered from the "law of 10." So few pupils were enrolled that several subjects both major and minor, though prescribed, could not be offered. At Dunbar, except in very extreme cases, no such situation will develop, and in these exceptional cases pupils will always be in position to offer an equivalent unit from the academic department for what they may lose because of the "law of 10." Of course, as the business department grows in numbers the danger from this source will decrease.

Throughout the year we have made as close a study of the business department as the duties and requirements of our new position would allow. We are profoundly convinced, after careful investigation, that this department needs to be stimulated on the side of scholarship and awakened to its wonderful opportunities for real service to the race and the community. There is hardly a comparison between the scholarship standards of the academic department and the business department. A few of

the pupils of the department of business practice do well, but the great majority are of mediocre ability.

How can their scholarship be stimulated? There needs to be a change in the attitude of parents and teachers toward the business department. Somehow the impression and practice have developed of sending poor student material to the business department. The department is thus made a dumping ground for the eighth grades and the high schools. Special talent and superior scholarship are as necessary in business as in the more specialized academic pursuits. Eighth grade principals can assist us greatly in supervising more carefully pupil election of high schools and high-school courses.

Some success has resulted from our attempt this year to stimulate scholarship by making business subjects, especially shorthand and typewriting, elective for the third and fourth year academic students. More than 100 academic pupils this year made elections in the business department. Such an interchange of electives, however, will not satisfy. The need of a change is fundamental. It must start at the source; it must come in our attitude of mind toward the department. Better student material should be selected solely with a view to aptitudes of the child. The department of business practice is in the best sense of the term a vocational school.

The department of business practice needs to be brought more intimately in touch with the business activities of the community and the country. We are of the impression that business can not be learned merely from textbooks, however good the instruction may be. Somewhere along the line opportunity should be given the pupil to connect up his theory with the actual conditions and operations that obtain in the business world. It is true that business enterprises in Washington owned, controlled, and operated by colored people are limited in number and in scope. But there is large enough variety of business activities among us to warrant the introduction of the "part-time system" in our department of business practice. Furthermore, the various activities of our public schools afford an excellent opportunity for the department of business practice to develop its material. The students of this department under proper teacher supervision and control might well manage athletics, the drill, school entertainments, etc. This is an opportunity for group leadership that constantly faces us.

In other words, we find ourselves in harmonious agreement with our superintendent. "The Business High School," says he, "should become a great, technical business school, training for special fields of business activity to an extent no combination high school is likely to attempt. The great fields of salesmanship offers wonderful opportunities for direct instruction and for cooperation with the business community. There should be developed also extensive courses in advertising and window dressing, in stock-keeping and distribution systems, and in the work of executive secretaries. There should be developed a practice plan in advanced stenography and office work and in accounting whereby students would spend part time in actual offices, just as our normal students are required to do in practice teaching."

We should not close this report without directing your attention to the needs of Dunbar. It would make for greater efficiency here if you would provide a switchboard operator for Dunbar. The almost constant interruptions from the switchboard make it very difficult for the office to dispatch its business.

Two swimming instructors ought to be provided. This year we have been compelled to take teachers of physical training from their regular work in the gymnasiums to give lessons in swimming.

Provision ought to be made in the next appropriation act for the purchase of sufficient ground to our rear for a stadium that might serve for recreation grounds at recess, athletic and drill field and playground in the summer. Eighty-two thousand dollars will supply this need.

An item should be included in the urgent deficiency bill for completing the equipment at Dunbar. The special departments, such as drawing and science, have fallen

far short of adequate equipment. Thirty-seven thousand dollars will supply this need. For a comprehensive discussion of the needs herein mentioned we refer you to recent reports filed with your office.

Finally, we desire to express to you and Asst. Supt. Roscoe Conkling Bruce our sincere appreciation of your uniform courtesy and many helpful suggestions throughout the year. You may rightly claim a very large share of credit for whatever success Dunbar may have achieved during her first year.

Respectfully,

G. C. WILKINSON, *Principal.*

To Mr. ERNEST L. THURSTON,
Superintendent of Schools, Franklin School Building.

REPORT OF PRINCIPAL OF ARMSTRONG MANUAL TRAINING SCHOOL.

JUNE 30, 1917.

SIR: I have the honor to submit for your consideration this report on the work at Armstrong for the year 1916-17.

I desire to acknowledge my debt of gratitude to both the faculty and pupils of the school for their unvarying courtesy and cooperation. During this trying year, there has existed a spirit of general interest and helpfulness for the welfare of Armstrong. In this atmosphere of cooperation on the part of the faculty and pupils difficult cases of discipline have been few.

The work of the school year has been hampered by the overcrowded conditions which have existed here for the past several years. Our present building is estimated to comfortably accommodate 350 pupils and our enrollment for February was 633 pupils. We use as section rooms shops, laboratories, drawing rooms, domestic art and domestic science rooms. We have no study hall, lunch room, library, or assembly hall. In four rooms we have two different recitations during nearly all periods.

Such conditions as these justify the continued request for the appropriation to build an annex on the land in the rear of the present building.

To meet the conditions next year, I recommend the transfer of two portables from the M Street High School Building to the land purchased in the rear of Armstrong.

Increased efficiency in the use of the library this year was due to its removal to larger quarters by order of Principal A. C. Newman. Better and more adequate conditions of study presented themselves, of which the pupils took advantage. We hope to arrange a brief course in the use of books and libraries next year for the third and fourth year pupils.

The present four-year manual training course provides to a great extent for those who intend to enter college, also for those who are interested in manual training for general educational purposes, while no special effort is made to offer courses for pupils who desire specific training for industrial pursuits. Principal A. C. Newman, prior to his summons to serve his country, planned a change in the course of study for students who desire to enter the industries at once after four years high-school training. The course of study as proposed is as follows:

Proposed course of study.

FIRST YEAR.

Periods.	Credits.	Subjects.
5	2	English.
5	2	Algebra.
5	2	Elementary science, German, or French.
4	1	Woodwork first semester, printing second semester. Boys.
4	1	Mechanical drawing first and second semesters. Boys.
4	1	Domestic art. Girls.
2	.5	Domestic science. Girls.
2	.5	Free-hand drawing. Girls.
2	.5	Physical culture.
2	.5	Music.
		Drill.

Proposed course of study—Continued.

SECOND YEAR.

Periods.	Credits.	Subjects.
5	2	English.
5	2	Geometry or household accounts.
5-7	2	Physics, chemistry, biology, German, or French (science seven periods per week).
4	1	Forge shop first semester, machine shop second semester. Boys.
4	1	Free-hand drawing first and second semesters. Boys.
4	1	Domestic art. Girls.
2	.5	Domestic science. Girls.
2	.5	Free-hand drawing. Girls.
2	.5	Physical culture.
2	.5	Music.
.....		Drill.

THIRD YEAR.

5	2	English.
10	2	Architectural drawing.
5	2	Solid geometry and trigonometry.
5	2	Science, Spanish, German, or French.
2	.5	Woodwork.
5	2	English.
10	2	Free-hand drawing, interior decoration, sign painting, etc.
5	2	Solid geometry and trigonometry.
5-7	2	Science or Spanish, German or French.
2	.5	Woodwork.
5	2	English.
10	2	Machine-shop practice (auto mechanics).
5	2	Solid geometry and trigonometry or mechanics.
5-7	2	Science or Spanish, German or French.
2	.5	Mechanical drawing.
5	2	English.
10	2	Printing.
5	2	Solid geometry and trigonometry or history or civics.
5-7	2	Science or Spanish, German or French.
2	.5	Free-hand drawing.
5	2	English.
10	2	Carpentry.
5	2	Solid geometry and trigonometry or mechanics.
5-7	2	Science or Spanish, German or French.
2	.5	Mechanical drawing.
5	2	English.
10	2	Applied electricity.
5	2	Solid geometry and trigonometry or Spanish, German, French, history.
5-7	2	Physics, chemistry, or biology.
2	.5	Mechanical drawing.
5	2	English.
10	2	Domestic science or art.
5-7	2	Solid geometry and trigonometry, Spanish, German, French, history, physics, biology.
4	.5	Domestic science or art and free-hand drawing.
5	2	English.
10	2	Steam (mechanics).
5-7	2	Solid geometry and trigonometry or mechanics.
2	.5	Mechanical drawing.
2	.5	Machine-shop practice.
5	2	English.
2	.5	Free-hand drawing.
4	.5	Machine shop or domestic art.
4	.5	Mechanical drawing or domestic science.
		NOTE.—College students may divide regular shopwork and drawing between third and fourth years in order to take the required subjects for entrance.
		Elect two.
5	2	Spanish.
5	2	German.
5	2	French.
5	2	Latin.
5	2	Solid geometry or trigonometry.
5	2	History.
7	2	Physics.
7	2	Chemistry.
7	2	Biology.

Proposed course of study--Continued.

FOURTH YEAR

Periods.	Credits.	Subjects.
5	2	Same as 1-8, or as at present.
		English or civics and economics.
		Elect three.
5	2	Spanish.
5	2	German.
5	2	French.
5	2	Latin.
5	2	College algebra and analytics
5	2	Mechanics.
5	2	History.
7	2	Electricity.
7	2	Chemistry.
7	2	Biology.
		Drill.
	.5	Music.

The principal features of this change are an all-around training in manual-training subjects for the first two years, with specialization in the last two years in some shop or technical subject to which the pupil is best suited, and an increase of time in the various subjects. In the first two years by observation of the work of the pupils and through conference with parents teachers will be able to discover the interests and abilities of the pupils in order that they may be properly placed. Specialization in the last two years would be a step toward the finishing course necessary for those who are to enter the industries at once upon the completion of the high school.

Opportunity will be given during the last two years to students intending to enter college engineering courses to take subjects to meet the college admission requirements.

Furthermore, the opportunity to specialize at any time during the first two years should be given students whose maturity, financial condition, and prerequisite training make such specialization desirable. This flexibility in our manual-training course would no doubt adequately meet the needs of all students.

Graduates of this course, on account of their academic work, would be prepared for ultimate positions above the mechanic.

The next step would be to relate the subject matter of the academic and scientific subjects closely to shopwork and to the industrial needs.

This change will be one most beneficial to Armstrong, and will help to meet the needs of the community to a greater extent than the present course of study.

I desire to thank and to express my appreciation to the school officials and the members of the board of education for their support and interest in the work of the school during this difficult year.

Respectfully,

R. I. VAUGHN, *Acting Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE CARDOZO VOCATIONAL SCHOOL.

JUNE 30, 1917.

SIR: I have the honor to submit herewith my first annual report:

The year of 1916-17 has brought many changes to this school, namely, principal, teachers, and the intent of the school. The principalship of the school was vacant from July 9, 1916, to October 4, 1916. In the teaching force there have been three new appointments made and nine transfers. March 1, 1917, the school was changed from a coeducational institution to a boys' school, this change being in line with the logical development of vocational schools. The school now offers instruction to boys

in the following trades: Carpentry, bricklaying, plastering, auto machine shopwork, and printing. Though these changes were all made in the best interest of the school, they nevertheless had their effect upon the enrollment, which shows a decrease in comparison with the enrollment of last year. Aside from the effect that the various changes had upon the enrollment, the location of the school is a serious handicap. Out of a total enrollment of 136 pupils only 10 per cent of them live within a radius of 10 blocks of the school, 15 per cent within a radius of 20 blocks, and 75 per cent being scattered over the section bounded on the west by Twenty-third Street, on the north by Brightwood, and on the east by the District line. From these figures it is seen that nearly 90 per cent of the pupils are required to spend car fare to reach the school.

On the whole, the work of the school this year has been a success. The following is a table of commercial work done by the school this year:

Class.	Money earned.	Commercial value of work. ¹
Dressmaking.....	\$90.00	\$200.00
Printing.....	50.00	100.00
Carpentry.....	140.00	300.00
Plastering.....	50.00	125.00
Bricklaying.....	45.00	100.00

¹ Basis of charges made, 50 per cent or less of actual commercial cost.

In January the carpentry class built for the office of the supervisor of playgrounds a showcase valued at \$150. Also this spring the building departments of the school built on the Cardozo playground a fireproof one-story storeroom valued at \$600, one of the principal features of the building being the roof, which is reinforced concrete. The building of this case and house serves not only as examples of the serious intent of the courses of instruction, but also the thoroughness of the training received by the boys.

During the year a general survey of the curriculum was made and the courses of study in shop work, drawing, English, and mathematics were revised and planned to have direct correlation. This in turn intensified to a very great degree the work of the shops.

The part-time plan has been quite a success this year; we had 15 boys taking instruction under this system. In each case the boy pursued the same trade in school and while at work. One of our aims for next year is the perfecting of this system of instruction.

Twenty boys graduated from the school on June 20, 1917, and up to date we have been successful in placing 12 of them in trade work; four of the remaining eight have entered the Government service.

RECOMMENDATIONS.

I recommend that the school be moved to a more central location, the northwest section being preferred. As an appropriation has been made for remodeling of the Phelps School for vocational purposes, I would advise that this building be used. I beg to quote from the annual report of the supervisors of the tenth to thirteenth divisions June 30, 1916, what is said with reference to the location of the vocational schools: "But the remote location of school giving this training from the center of population in some of the divisions and the expense for carfare to reach them practically places the training given in them beyond the reach of many of our boys."

The school day should be lengthened by at least one and one half hours, so as to allow more time for trade instruction. I would advise that the school day run from

9 a. m. to 4.30 p. m. This will not only allow a more serious and intensive study of the trade and academic work, but will give the pupils a better physical fitness for the eight-hour day they will meet when they enter trades.

It was with a great deal of regret that I learned that no provision was made for vocational work in the program of the vacation schools. Not only should the school day be increased, but the school year as well. At least six weeks of summer instruction should be added. The addition of the summer course would serve two purposes. It would allow the boy already taking vocational work an opportunity to take advanced instruction, and it would offer to the boy entering from the grades a prevocational course—a much-needed addition to vocational work.

With the increasing numbers of boys leaving the grades each year to go to work, the need of a vocational guidance committee in the grades is noted and urged. Though these schools were opened to reach and offer to the pupil who found it necessary to go to work an opportunity to learn a trade and thereby secure better employment with better chances for advancement, very few of these pupils have been reached. They have not been reached because they had not been advised of the vocational schools at the proper time. During the past year I have received from the office of Mr. Bruce all withdrawal cards of boys leaving the grades to go to work; in 90 per cent of the cases I was told by the parent that it was necessary to keep the boy employed. Surely each of the boy's former teachers must have known something of his home conditions and had been advised of the vocational schools, say a year or two ago, his future would have been helped rather than hindered by his having to leave school and go to work. The work of a central committee, formed of two teachers from each building would be very simple and effective. With the Nation at war and the demand for trained men becoming greater each day a more serious attitude toward vocational work is absolutely necessary.

The question of salaries of teachers in this work is a serious one for it is a fact that they are underpaid. Two things are demanded of a vocational teacher: A full and broad experience in trade work, and the ability to teach. Mechanics in all trades receive the minimum wage of \$4 per diem. At present only one instructor in this work is receiving a Class 4 salary. It is impossible to get men to leave the trades and accept positions in the vocational schools because of this very low rate of compensation. I recommend that Class 5 salaries be provided for all instructors of trade work.

Some provision should be made for the physical development of the boys in this school. At present the only physical exercise received by them comes in the form of recreation games. There is nothing so essential to the boy studying a trade as his physical development. It is very true that he develops physically as he develops in his trade work, but this development is one-sided as only those muscles used are benefited. What he needs is a thorough systematic development of his body.

The allotment of the school should certainly be increased. Last year \$596 was allowed to cover the maintenance of eight shops, a drawing department and two academic classes, and office and janitor's supplies. This sum should be increased to at least \$1,500. A library fund should also be allotted to the school, for the teaching of trades demands the constant use of technical libraries and reference books as well as trade journals and magazines.

The matter of the formation of a trade council had been taken up with the leading contractors of the city and received their hearty support. The purpose of this council is to give constructive assistance in the development of courses in trade processes and problems and vocational guidance.

In closing this report I wish to express my deep appreciation of the courtesy, support and sympathy extended from your office and the office of Mr. R. C. Bruce to me and my school.

Respectfully,

F. E. PARKS, Jr.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF PRINCIPAL OF O STREET VOCATIONAL SCHOOL.

SIR: I have the honor to submit the following report of the O Street Vocational School from January, 1917, to June 30, 1917:

The year's work has been indeed pleasant and encouraging, marked by increasing growth and improvement. The separation of sexes has been very satisfactory. The education of the girl who comes to the vocational school is a double problem. It must include training in two distinct vocations, neither of which can be considered sufficiently permanent to justify neglect of the other. Training in either one of these vocations, moreover, is not adequate preparation for efficiency in the other. The future of a girl admits of a variety of adjustments. Her health may prevent continued practice of her trade. She may, after a few years' service as wage earner, leave the industry to become permanently a home maker. Since the large majority of the girls ultimately become home makers they should be efficiently trained as home makers and wage earners. I feel that the separation offers the best opportunities for such courses. In the many activities of a girl's life there are so many points in common. This being true the change offers the most effective economical organization, giving greater efficiency in the trade with closer correlation of subjects.

Too much stress can not be placed on the value of a thorough educational requirement. Educational efficiency offers not only power but initiative. It dignifies all labor and gives to it proper recognition. Equality of opportunity in our school system should be afforded to our children. The public expense should be sufficient to offer to vocational pupils as thorough training as those in any secondary school. For this are needed the very best modern equipment, laboratories for applied sciences, and such correlated subjects as will develop most efficiently all branches of the trade.

The academic department during the second semester has added several new subjects, namely, civics, hygiene, preliminary bookkeeping and salesmanship, which necessitated the appointment of a new teacher, Miss Mary E. Nalle. Every effort has been made to lift the standard of intelligence, which has been creditably met by the pupils.

Nothing has enriched our work more than an afternoon at work for parents and friends of the community. Visitors were agreeably pleased with what they saw and returned to us with an overflow of order work. The domestic art department has netted since February \$229.85 from order work, all of which was received by the pupils, one earning as high as \$35, a number earning between \$15 and \$20. The earning problem depends upon the ability of students to handle order work.

Under the supervision of Mr. J. I. Minor the girls have been taught the economical value of gardening. They have cultivated 2,706 square feet in vegetables on the school grounds, while 5,517 square feet have been cultivated in vegetables in the different homes. I feel in this practice along with the trade training that our pupils can do their bit in serving the Government. From the sale of tags the school has turned over to the Red Cross Society \$15.

Finally, I beg to acknowledge the splendid support of my teachers for the best interests of the school, and the encouragement, and helpful suggestions from you, Asst. Supt. R. C. Bruce, officials, honorable members of the Board of Education kind friends, and patrons.

Respectfully,

E. N. BROWN, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.



